

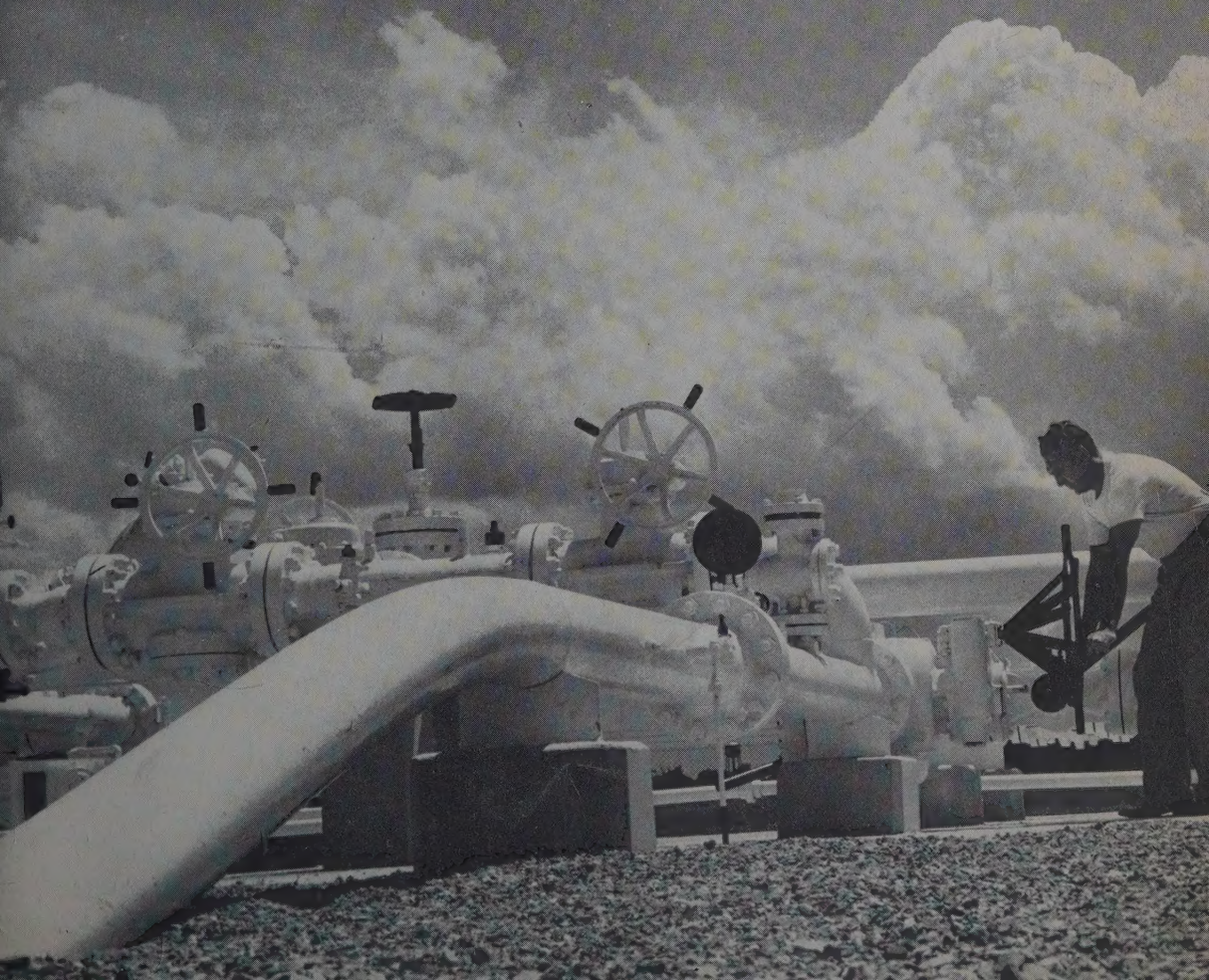
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CHICAGO SCHOOLS JOURNAL

Volume XXXIV

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CHICAGO SCHOOLS JOURNAL

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IN OUR NEXT ISSUE

CHICAGO TEACHERS
COLLEGE ACTIVITIES

COVER DESIGN *Courtesy of the Great Lakes District
Oil Industry Information Committee*

Front Cover—Pipeline Operator at Work; *Back Cover*—
Laying a Pipeline

CHICAGO — PETROLEUM CENTER	<i>Frank V. Martinek</i>	145
PROJECTING — IDEAS!	<i>Philip Lewis</i>	149
THE TEACHER AS ADMINISTRATOR AND ADVISER	<i>Milton J. Cohler</i>	156
CAREERS DAY	<i>Charles D. Satterfield</i>	162
THE STORY OF THE HEART	<i>Josephine Bessems</i>	166
NOTES FROM THE FIELD — A SUCCESSFUL SPELLING PROGRAM	<i>Don C. Rogers</i>	171
NEW TEACHING AIDS	<i>Edited by Joseph J. Urbancek</i>	172
NEWS	<i>Edited by George J. Steiner</i>	176
PERIODICALS	<i>Edited by Philip Lewis</i>	179
BOOKS —	<i>Edited by Ellen M. Olson</i>	182
IMPORTANT NEW BOOKS		182
INEXPENSIVE PAMPHLET MATERIAL		191

CHICAGO—PETROLEUM CENTER

FRANK V. MARTINEK¹

GREAT LAKES DISTRICT OIL INDUSTRY INFORMATION COMMITTEE

ALTHOUGH there are no oil wells within a hundred mile radius of the city, Chicago nevertheless has become one of the country's most important petroleum centers. There is a simple answer to this seeming paradox. Chicago's importance as an oil center is due to the tremendous growth of its refineries, marketing operations, and its development as one of the top petroleum research centers in the nation.

In the immediate vicinity of metropolitan Chicago, refineries process about 475,000 barrels of crude oil daily. These refineries, concentrated largely in the Calumet industrial area, receive their supply of crude oil mostly by pipe line, although other forms of transportation are used, such as boats, barges, and railroad tank cars. Our crude oil comes from production areas in the Southwest and in the West from as far as New Mexico and Wyoming. At the other end of the industry are 4,500 Chicago area retail service station operators who market more than a billion gallons of gasoline and other products annually, and the fuel oil distributors who handle an even larger quantity of home heating and industrial fuels. To serve this vast demand there are waterway terminals and other facilities, about 300 bulk plants for the storage of petroleum products, and four great research laboratories where petroleum industry scientists work to discover new "miracles from molecules" in oil, or to improve products already in use.

As a distribution center for the marketing of petroleum products, Chicago ranks second only to the metropolitan eastern seaboard. Standard Oil Company of Indiana and The Pure Oil Company maintain headquarters in Chicago as do the Globe Oil and Refining Company and the Johnson Oil Refining Company. The city

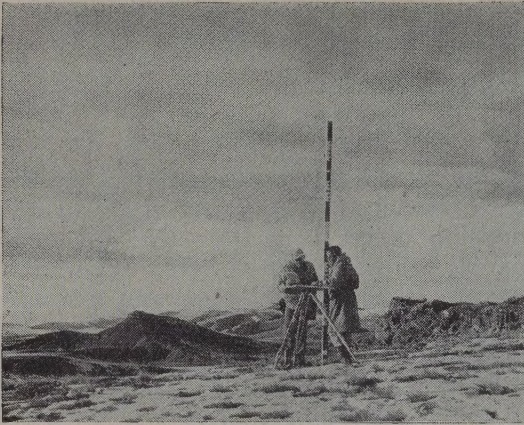
serves as marketing headquarters for the Cities Service Oil Company of Delaware; division offices of many other oil companies are also located here. Such companies as Sinclair, Texas, and Socony-Vacuum maintain offices here with administrative jurisdiction over a wide area of the Mid-West.

PERSONNEL

But the real story of the oil industry can be told in its people and the products they make, products vital to the home, industry, farm, transportation, and national defense. Slightly more than half of our energy potential today comes from petroleum, which in itself underlines the significant role that oil plays in modern, everyday life.

Who are the people who refine and sell oil and perform valuable research in the industry? There are approximately 46,000 persons employed in the petroleum industry in the Chicago area with a total annual payroll of about 260 million dollars. Their jobs cover a wide range of skills. Refineries, operating 24 hours around the clock, employ petroleum, civil, and chemical engineers; nurses; pipe fitters; steam fitters; truck drivers; day laborers; marine operators and seamen for waterway equipment; repairmen to keep tank cars in operation; mechanics to service transport trucks; and pipe line walkers to inspect pipe lines. In addition, administrative and clerical employees handle management and office duties. In marketing operations, oil companies employ chemical, electrical, and sales engineers; sales and market analysts; accountants; salesmen; bookkeepers; stenographers; truck drivers; warehousemen; and laborers. Research laboratories use analytical chemists; physicists; chem-

¹Chairman



Is There Oil?

ical, mechanical, and petroleum engineers. Petroleum research centers in the Chicago area include the Pure Oil Company's Laboratories at Crystal Lake; Sinclair's Laboratories at Harvey; Standard Oil Company's (Indiana) laboratories at Whiting, Indiana; and Universal Oil Product Company's Laboratories at Riverside.

Spurred by a highly developed competitive spirit, companies that make up the oil industry annually spend out of earnings a total of more than 100 million dollars on research in the race to develop new products and get them on the market before their competitors. The oil industry ranks first among all others in its expenditures for research, accounting for about 25 per cent of research funds spent by industry. This research and keen competition benefits all oil consumers, and that includes virtually everybody, by bringing petroleum products to them at reasonable prices. Some of the many jobs performed by oil company employees in the Chicago area were listed to illustrate the great variety of career opportunities in the industry that are open to trained personnel.

PETROLEUM PRODUCTS NUMEROUS

Chicago oil industry workers produce several thousand petroleum products today in astonishing contrast to 1859 when Colonel Edwin Drake drilled the first oil

well in the United States near Titusville, Pennsylvania. In those days people had to get along on kerosene and whale oil, the only oil products known at that time.

Refineries here manufacture fuels for automotive transportation and various aviation gasolines; naphthas for the paint industry and solvents for dry cleaning; jet



Loading a Tanker

fuels, so important to national defense; kerosene, still in great demand; burning oils—both househeating fuels and industrial fuels; lubricating oils for automotive use and industrial oils to meet the special needs of industrial operations.

Waxes—candles, figurines used for special festive occasions, coatings for waxed papers which mothers use to wrap their children's school lunches, and for milk cartons and other liquid containers, also waxes used in the manufacture of cosmetics; greases and lubricants including specialized needs of industry; miscellaneous applications such as core oils used in sand cores for the manufacture of castings, synthetic oils and greases, and medicinal oils.

The chemical industry has experienced a phenomenal growth since the end of

World War II, with oil as a major source of base materials. Petroleum by-products like sulphur and sulphur products, industrial alcohols, anti-freezes, and principal ingredients used in the manufacture of plastics all come from big refineries in the Chicago area.

OIL PERFORMS IMPORTANT SERVICES

Earlier in this article we stated that oil is vital to home, industry, and, in fact, to every single person. Just what are some of the important services that oil performs for us?

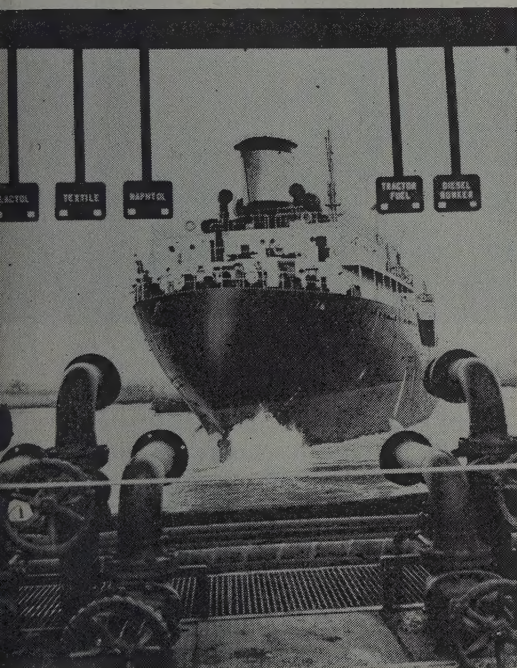
Oil-powered automobiles have made ours a nation on wheels. Oil supplies the

And in wartime, the oil industry not only provided the oil products which totaled two-thirds of the bulk of all war supplies shipped overseas, but also met the civilian needs at home.

On the farm oil performs many tasks besides providing power for tractors and other mechanized farm equipment. It is used in insecticides, fungicides, disinfectants, and weed-killers. It heats brooders, cures tobacco, and protects citrus groves from frost. Specialty products prevent trees from budding too soon and keep fruit from falling before it ripens.

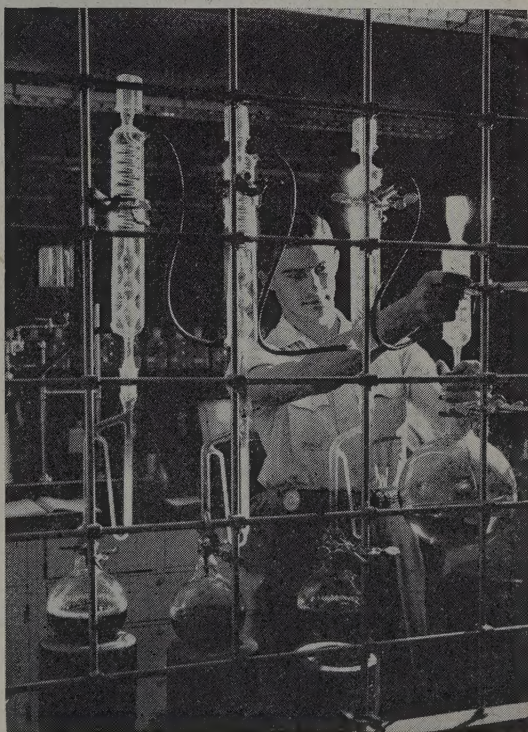
Many household products depend upon petroleum. Among them are such varied things as shower curtains, upholstery fabrics, oil cloth, synthetic leather, paraffin for canning, many varieties of paints, and a host of medicine cabinet articles.

Even milady's boudoir is stocked with oil products. Her dressing-table displays



Ocean-Going Tankers Speed Fuel Distribution

concentrated, efficient energy that makes air travel possible. Compact, powerful oil-driven Diesel and gasoline engines generate electricity; haul swift, modern trains; power construction machinery; and plow the nation's farms. Oil fuels industry furnaces, propels our ships, heats our homes. Oil lubricates America's machines and paves its roads with asphalt.



Courtesy of Shell Oil Company

Constant Research Important



Refineries Produce Products Vital to Modern Living

petroleum plastic compacts, combs, and brushes. Cold cream, hair-setting lotions, lipsticks, perfumes, nail polishes, and polish removers are made with oil products.

In fact, from the moment we arise in the morning to the instant we switch off the bedside light, our lives are made easier and more comfortable by the good things made from petroleum.

UNITED STATES LEADS

How did it come about that the United States, possessing only a modest part of the world's oil-producing area, today produces more than 50 per cent of the total oil supply? We believe firmly that our leadership in this field, leadership that has resulted in benefits to every oil consumer, stems directly from one fact. We live in

a free land under a competitive enterprise system where anyone is free to go into business for himself, free to compete with other businesses and business men.

Most persons do not realize there are by actual count, more than 200,000 oil businesses in the United States in a number of branches of the industry, including thousands of service stations. There are approximately 5,000 oil businesses in the Chicago area. Most service stations are single-unit establishments and are classified as separate businesses. Another little-known fact is that 95 per cent of these service stations are independently owned or operated by local business men.

Because Americans have freedom to compete, our proved reserves of liquid petroleum now stand at an all-time high of 32 billion barrels, assuring ample supply

lies of oil and the good things it makes possible in the years ahead.

Booklets and leaflets about the oil industry are available to teachers without charge. They may be obtained by writing or calling the Oil Industry Information

Committee office in Chicago at 135 South LaSalle Street. These printed materials include: *Oil Serves You*, *Petroleum In Your Life*, *Man on the Land*, *Power Farming—A Way of Life*, and *Movies About Oil*.

PROJECTING—IDEAS!

PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

THE technique of projecting images on a classroom screen has long been recognized as a valuable supplementary aid to dynamic instruction. One of the major drawbacks, however, has been the necessity for darkening the room in which such activity takes place. The time-tested blackboard, though versatile, is reduced in effectiveness because the teacher must turn away from the class while it is being used. In addition it requires a disproportionate amount of class time to execute complex and lengthy inscriptions or drawings. The development of the modern overhead projector overcomes the difficulties mentioned above and provides numerous heretofore unavailable conveniences. One need not be a prophet to conclude that overhead projection will eventually become a major aid to instruction.

In operation an intense light source located under the projection platform of the device provides for opaque, translucent or transparent materials to be placed on top of this platform. The light rays, modified by the prepared materials, pass upward to a lens and mirror system from which they are projected to a screen or blackboard.

The projector normally is situated on top of the instructor's desk or, better still, on a low stand that brings it to the same height as the desk, and adjacent to it. The instructor sits facing the class, and any writing done on the platform of the

projector is immediately magnified and projected on the screen or surface behind him.

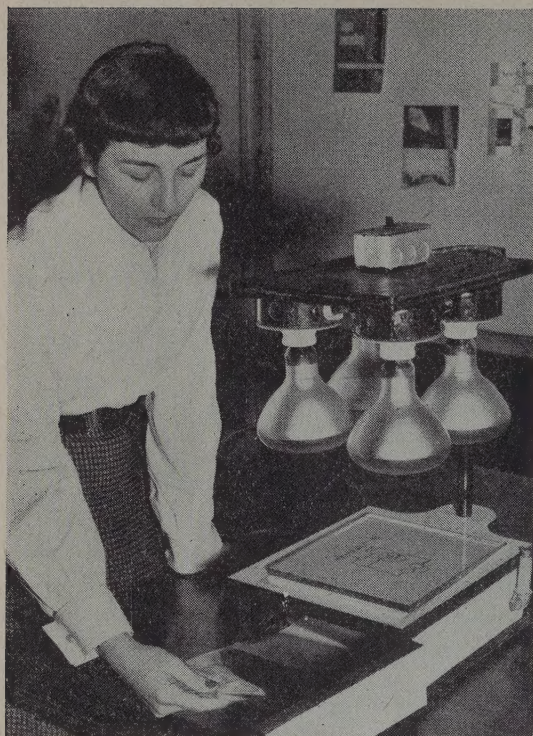
Adapters and accessories permit this machine to perform as a 2" x 2" or 3 $\frac{1}{4}$ " x 4" slide projector, a filmstrip machine, tachistoscope for flash recognition procedures, or micro-projector. These multiple functions are performed easily and with a surprising degree of illumination.

GENERAL APPLICATIONS

This machine can be used for many applications in lieu of a blackboard since a darkened room is not required for its operation. Sheets of special carbon paper foils placed on the projection stage and marked with a pencil or stylus will reproduce the markings as white lines of light on a black background. The resultant contrast on the screen produces great visibility, and at the same time gives a conventional blackboard effect.

Transparent sheets of acetate can be inscribed in advance of or during a presentation with grease pencils, plastic inks, and some types of fountain pen inks for satisfactory reproduction on the screen. Temporary and supplementary markings provide opportunities to reinforce previously prepared materials and can be

¹Acknowledgment is made to John Emerson, Chicago Teachers College, for art applications; James G. Miller, Wilson Junior College, for general and business techniques; Allen Finstad of the Charles Beseler Company for technical advice; and Charles Carney of the Ozalid Division, Chicago, for extensive assistance and information.



Photograph by Murrell Tinsley
School-Built Printer-Developer

subsequently removed by erasing with a coarse cloth. In the same way, a roll of cellophane drawn across the projection stage presents a continuous writing surface. Here, too, images can be pre-drawn and then shown as needed, or material that has been developed in the course of a class discussion can be rolled onto a second roller, built into the unit, and always be available for future screenings when review is indicated.

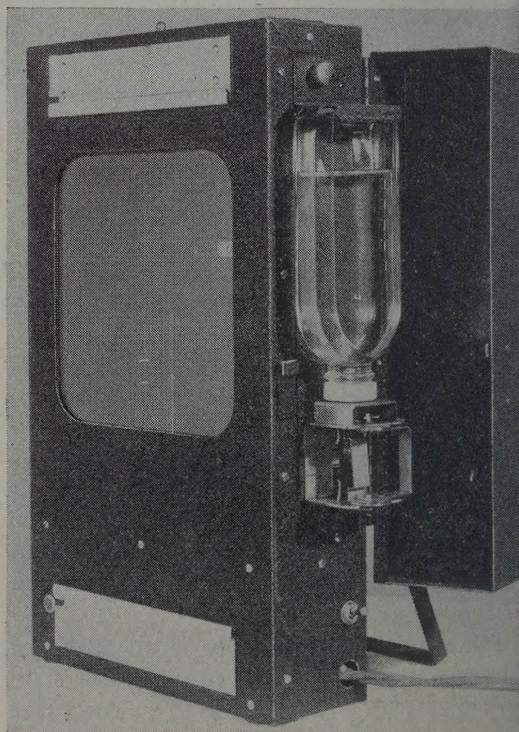
Examination questions typed on acetate sheets eliminate the need for duplicating individual copies in the usual way. Only answer sheets are required in connection with the projected quiz. A hinged plastic overlay containing the correct responses can be superimposed at the conclusion of the test to allow pupils to check their efforts.

Color mixing and blending in art can be shown through the use and superposi-

tion of colored foils, acetates, or by means of the actual wetmixing of transparent pigments on the projection stage. Instruction in the arrangement of mass and color, through the use of different shaped pieces of vari-colored acetate moved around to different relative positions during projection, illustrate balance, harmony, and penetration in art. Color transparencies, built up progressively from color positives, reveal full-color reproduction principles.

In executing murals of substantial size it is expedient to draw the representation to scale on acetate, and then project portions at a time on the surface to which it is to be transferred. The proper proportions can be achieved by adjusting the distance of the projector to the wall surface. When this is done, an outline of the projected image is traced.

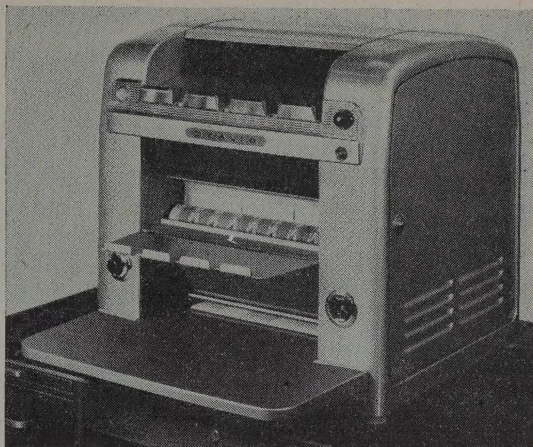
Mathematics and drafting teachers wi



Courtesy of Charles Beseler Company
Ammonia Developing Unit

find that grids, graph ordinates, and ruled business forms can be transferred to clear acetate sheets and then projected on a blackboard instead of a screen. The teacher and pupils fill in the spaces directly on the chalkboard during the course of the lesson. Translucent concentric disc sections in contrasting colors show many of the relationships of fractional parts when they are projected and rotated to different positions. Silhouettes of common, opaque objects such as tools, geometric shapes, and paper cut-outs project exceedingly well, and can certainly demonstrate certain theorems and relationships in geometry. Mechanical drawing procedures involving the T-square, triangles, protractors, and lettering angles can be executed on the projection platform.

Music teachers can readily use rooms with blackboards that do not have music



Courtesy of the Oxalid Division

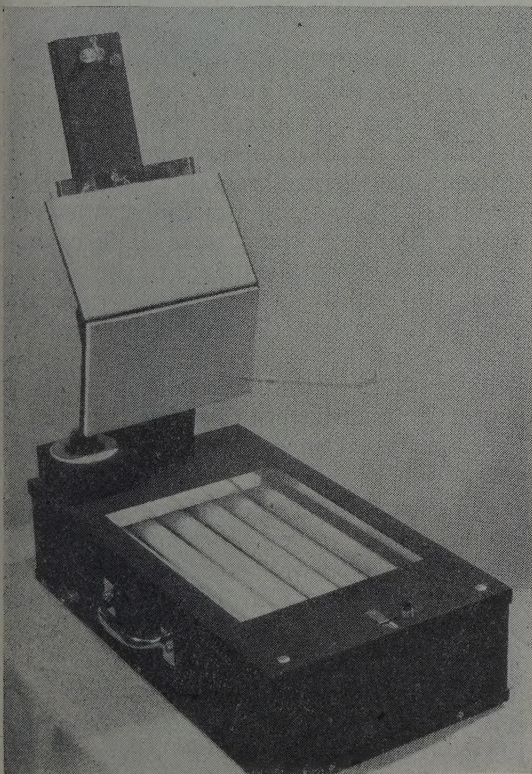
Ozamatic Continuous Printer and Developer

staffs permanently painted on them by substituting staffs projected on the chalkboard. This approach will not permanently interfere with the more general applications of the board.

Hinged, transparent overlays assist in the instruction of part singing. This facility permits the soprano, alto, or bass parts to be added to or taken away from the projected image by simply lifting the proper sheet of acetate. Easy identification of group or individual sections can be made through the application of different colors for the notes on each sheet.

In the science areas there are diversified uses for overhead projection. By utilizing a petri dish, or a similarly transparent container, many chemical reactions can be projected on the screen. Corrosion, crystal structures, biological formations such as molds can all be magnified in this manner. Electrodes clipped to the sides of such a dish and connected to a proper voltage source demonstrate electrolysis in an effective manner when the electrolyte is added. Where reactions and separations in liquids are involved, it is possible to show progressively the conditions at the various levels by successively changing the focus of the machine.

The paths taken by light through lenses and optical systems can be projected to



Courtesy of Charles Beseler Company
Printing Unit

explain refraction, diffraction, diffusion, real and virtual images. It is necessary to shield the projection stage and admit light only where the optical system can utilize the source for proper results.

Permanent magnets arranged on the projection stage, covered with a transparent acetate or glass sheet, and then sprinkled with iron filings will project a clear trace of the magnetic field of force so that an entire class can view the phenomenon simultaneously.

Electric meters, housed in transparent cases, can be connected to flat wound plastic core coils, to demonstrate induction and transformer principles in a graphic manner. The meter needle movements will respond to changes in proximity of the coils to each other.

Transparent overlays, hinged like the pages of a book, serve to show the progressive development of electrical and radio circuits, or to analyze complicated mechanical composites such as engines, atomic piles, and even body structure. Each acetate layer carries different information but when all are in place simultaneously the total picture is presented. Thus selected aspects can be considered individually or in relation to any other phase.

Working models of levers, gears, and other mechanical systems reproduce well on this equipment. Calibration markings applied appropriately contribute to the understanding of the mechanical advantage and efficiency of such machines. Maps and weather charts are easily transferred to acetates for projection in a very few minutes. The silhouettes of pressed or fresh leaves, pine cones, and other specimens can be projected for purposes of discussion, side-by-side comparison, or sketching for notebook reference material.

No attempt has been made to enumerate all of the possibilities of the overhead projector in the preceding list; only a few uses have been described. Teachers have a wonderful opportunity to devise

and determine additional techniques in their particular fields of expertness.

PREPARATION OF MATERIALS

Almost all of the established processes devoted to the fabrication of $3\frac{1}{4}$ " x 4" slides apply also to the development of materials for overhead projection. However, in the newer area there exists greater latitude to combine the older techniques with those more recently evolved.

Tracing is a popular method for transferring information to a sheet of transparent acetate. If the material to be copied is of the correct size and arrangement, the plastic sheet is placed over the original and the image is traced as it appears. If the size is not proper, an intermediate, scaled drawing is made for tracing purposes. Fountain pens containing fast-drying ink, soft lead pencils, china marking pencils, speedball pen points, or cotton tips or brushes dipped in special plastic inks may be employed separately or in combination for recording the details on the plastic sheet.

Utilization of special typing carbon, bright red in color, insures opaque registration of characters and images on acetate surfaces. The markings, however, project black on the screen. The carbon is placed against the surface of the acetate sheet and typing is done directly on the back of the carbon. When all the data has been recorded, the acetate must be carefully handled so that it is not smudged. A protective transparent covering is fastened over the typed sheet with pressure-sensitive tape.

A series of colored overlays can be registered and traced by superimposing successive sheets of acetate on the original copy. These sheets are later hinged along one edge with pressure-sensitive tape. Where pencils and inks are involved, it is well to coat the inscribed surface with a plastic spray for permanency. A second protective method involves covering the original acetate with a clear plastic sheet, and taping the two together at the edges



Photograph by Murrell Tinsley

Vu-Graph In Music Class

as mentioned in the preceding paragraph.

Transparent colored sheets having a pressure-sensitive adhesive coating on one surface are commercially available. In use, strips, discs, or any desired shapes are cut from the stock after which the protective paper backing is peeled away. A slight finger pressure will fasten the parts in place on any plastic sheet. These tinted sheets are translucent despite the adhesive and furnish areas of color for graphs, maps, and diagrams where special emphasis is needed. As an example, the strips for a bar graph can be cut from such material and adhered to a grid area previously inscribed on the acetate. Spirit duplicator masters can be used to transfer their information to the plastic sheets. Simply wipe the surface of the acetate with a cloth dampened in duplicator liquid and then run the treated surface

through the machine in the same manner as a piece of paper.

The processes to be described at this point are properly labelled photographic, but it must be emphasized at the outset that a darkroom, associated chemical mixtures, and the usually complex procedures involved in conventional photography are not a part of this operation. All of the necessary steps can be performed under daylight conditions and with equipment that is inexpensive and simply improvised. Sensitized acetate sheets known as Oza-chrome foils are available in many different colors. Before exposure the sheets are clear and resemble an ordinary plastic sheet. If exposed to the rays of a sunlamp bulb or other ultra-violet source and then placed in a capped jar containing a few drops of ammonia, exposure and development are complete, and a deep color, depending on the foil selected, will develop

TECHNIQUES



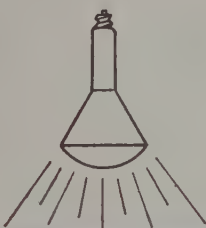
PREPARATION OF TRANSPARENCIES PHOTOGRAPHICALLY INVOLVES SIMPLE EQUIPMENT ~ FEW STEPS.



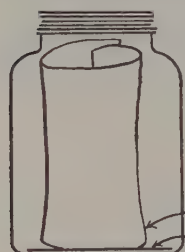
TRANSPARENTIZE PUBLISHED MATERIAL BY SATURATING WITH MIXTURE OF MINERAL OIL AND CARBON TETRA CHLORIDE.

① DRAW OR TYPE INFORMATION ON TRACING OR OTHER TRANSLUCENT PAPER TO MAKE THE MASTER ~ OR

② PLACE SENSITIZED OZACHROME FILM UNDER MASTER AND COVER BOTH WITH A GLASS PLATE. PRINT BY EXPOSURE TO RAYS OF SUNLAMP(S)



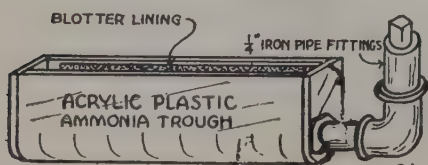
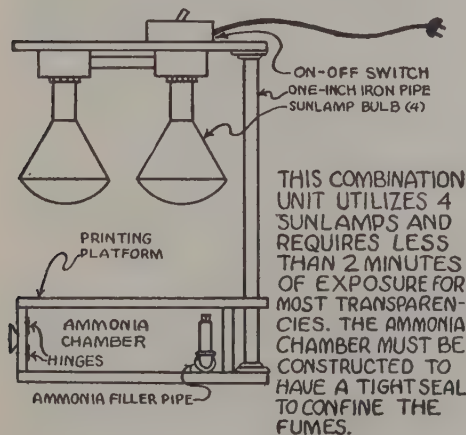
GLASS COVER PLATE
PREPARED MASTER
OZACHROME FILM



③ INSERT EXPOSED FILM INTO WIDE-MOUTH JAR CONTAINING BLOTTER PAPER DAMPENED WITH AMMONIA. CAP UNTIL DEVELOPED.

EXPOSED OZACHROME BLOTTER & AMMONIA

PRINTER-DEVELOPER DETAILS



P.L.

and be permanent. To make this process useful it is first necessary to prepare the master to be printed, a positive-negative, on tracing paper or other translucent material that has little grain; thus a soft pencil drawing on tracing paper may be the master. This drawing is turned face down and placed directly on top of a sheet of Ozachrome foil, the coated side of the foil turned up. A plate of glass is positioned over the two layers to insure uniform contact. The surface exposed is then subjected to the rays of one or more sunlamp bulbs. Ordinarily, two minutes of exposure time is necessary, but this may be increased or decreased depending upon the intensity and proximity of the light source. After exposure the foil is placed in an ammonia fuming chamber, as previously described, and development takes place. If the exposure is correct, the foil can not over-develop and will be ready for projection in about a minute. Ammonium hydroxide—not the household variety—should be employed.

The image produced on the foil will duplicate the original, but the lines and areas contained in the original image will be in the color of the foil selected. Unlike photographic negatives, it is not possible to scratch the emulsion and damage the image since the dyes are contained within the acetate and are not just on the surface. Test strips, cut from a sheet of foil, can be used to determine the proper exposure time for school-built equipment. Over-exposure shows up in terms of the foil being quite clear with the image lines faint and fuzzy. Under-exposure reveals a highly colored background.

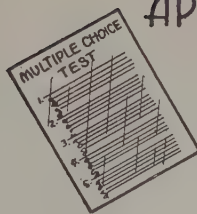
Published material taken from books and periodicals, if printed on one side of a sheet, can be employed as masters through the intermediate step of transparentizing. This is the process of dipping the sheet into a mixture of mineral oil and carbon tetrachloride. When the solution dries, the now translucent master can be put through the conventional process in the machine.

Masking and mounting are the final steps taken to insure ease in handling prepared materials and to protect permanent transparencies designed for prolonged use. The shape of the mask opening provides rounded corners that result in a pleasing image outline. Light ordinarily emanating from the margins of the projection platform is also eliminated by the mask. Commercial mounts can be purchased, but it is simple to fabricate home-made frames that are quite satisfactory. Index file separators or sturdy cardboard sheets are measured and cut to overlap the projection area of the machine. Since various sizes and models of the projector are on the market, a definite frame size is not specified. An opening is cut in the cardboard panel to fit the maximum projection area available on a particular machine. A border of about 1½" is suitable for the top, bottom, and right margin. The left side should have a border of at least three inches. This provides an area on which the instructor's notes and lecture data can be inscribed to facilitate the lesson presentation. The prepared acetate sheet is trimmed to allow a slight overlap all around the frame opening, after which it is taped into place against the bottom surface. A second treatment of this problem involves the use of a file folder. This provides a double frame cut to the same shape and dimensions as explained previously. In this instance the acetate is inserted as the inside of a sandwich. After being taped into place on one inside surface, the two halves of the folder are adhered with rubber cement.

PROJECTION EQUIPMENT MATERIAL

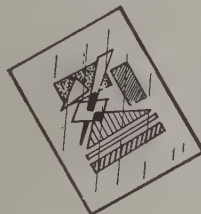
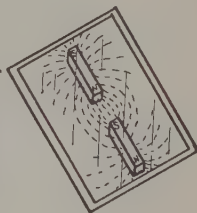
A sun-printing frame, similar in construction to a picture frame with a removable back and ordinarily used with blue-prints, can be converted to function with Ozachromes. Direct sunlight is substituted for the sunlamp bulbs if the latter is not available, and is perhaps the simplest approach to the photographic process. For development, a large, wide-mouth jar is utilized. A few drops of ammonia

APPLICATIONS



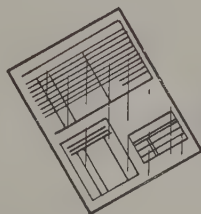
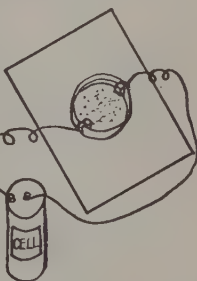
EXAMINATIONS PREPARED FOR PROJECTION BY TYPING ON ACETATE WITH SPECIAL CARBON PAPER.

LARGE SCREEN PROJECTION OF MAGNETIC FIELD REPRESENTATIONS-IRON FILINGS SPRINKLED ON ACETATE COVER SHEET TRACE FIELD OF FORCE.



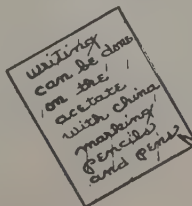
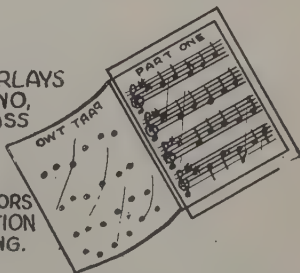
MOBILE ARRANGEMENT OF TRANSLUCENT SHAPES IN VARIOUS COLORS DYNAMICALLY EXPLAINS BALANCE, HARMONY, AND PROPORTION IN ART

TRANSPARENT PETRI DISH FITTED WITH ELECTRODES AND CONNECTED AS SHOWN PERMITS PROJECTION OF ELECTROLYSIS REACTION.



PROJECTION OF RULED CHARTS, GRIDS, AND BUSINESS FORMS DIRECTLY ON A BLACKBOARD PERMITS CHALK WRITING ON THE IMAGE FORMS.

HINGED OVERLAYS WITH SOPRANO, ALTO, AND BASS PARTS ON SEPARATE SHEETS IN DIFFERENT COLORS HELP INSTRUCTION IN PART SINGING.



OVERHEAD PROJECTION CAN BE USED IN LIEU OF THE BLACKBOARD AND WITHOUT DARKENING THE CLASSROOM.

on a piece of blotting paper placed in the bottom of this container makes a fine fuming chamber.

The school-built printer and developer, see page 150, combines the two basic functions in a single, compact unit. The base of the printer contains the fuming chamber. Ammonia is introduced into this space through a pipe originating outside of the box and terminating in a plastic trough on the inside. Blotting paper lines the trough and promotes more rapid diffusion of the fumes. To further speed up the fuming process it is possible to include a 20 watt heating element or small electric bulb in the chamber. Four sunlamps are installed in the printing unit to decrease exposure time and to insure uniform illumination. The lamps must be shielded in use to prevent injury to the operator's eyes; ultra-violet rays result in burns similar to those produced through over-exposure to the sun.

Commercial printing and developing machines are available and desirable where a relatively large volume of work is to be turned out. Such situations may well include central offices and curriculum centers where masters are utilized to duplicate transparencies for distribution to schools and classrooms. A manually operated machine, based upon the principles

incorporated in the school-built model, is offered as two companion units, see pages 150 and 151. For fully automatic, continuous action, the model shown on page 151 is indicated and is capable of high output with uniform quality control. This latter device is quite versatile in terms of duplicating records, transcripts, and producing office forms, as well as transparencies.

It is feasible to print photographs on sensitized white or tinted papers through the medium of positive-negatives. Schematics, plans, diagrams, and working drawings can be similarly transferred to plastic coated papers capable of withstanding moisture and rough handling. Multiple copies of original letters are reproduced quickly and without the possibility of error in content during duplication. Sensitized cloth is also available for producing maps, charts, graphs, and other permanent instructional materials.

Even the novice in the field of overhead projection can quickly prepare materials that will reinforce conventional teaching procedures. With additional familiarity and the desire to experiment, it is reasonable to expect valuable contributions to learning and instruction in almost every field. The possibilities have scarcely been explored.

THE TEACHER AS ADMINISTRATOR AND ADVISER

MILTON J. COHLER

PRINCIPAL OF SULLIVAN HIGH SCHOOL

THE administration of a school is necessarily a joint undertaking of the entire faculty. If the administration is democratically conceived it becomes a co-operative enterprise which takes advantage of all the available intelligence and good will. The talents and interests of teachers are thus utilized in policy making and in the execution of

special administrative assignments which directly concern the entire school.

The delegation of administrative duties to teachers is not just a device to secure rapport through participation. It is essential for getting the administrative work done. The time demands alone upon administrative personnel necessitate such delegation—and these time demands have

two dimensions—amount and sequence; because frequently several administrative tasks must be executed simultaneously.

The demands of talent are even more exacting than the demands of time. The paragon of unlimited gifts who would be required if one person were to do well all of the administrative tasks in a modern secondary school simply does not exist. And it is a rare year, indeed, when the fertile mind of some advanced thinker does not find something new and additional in which the schools should become expert. To mention only a few of the enterprises proposed: it has been urged upon the schools in recent years that they go out into the community to participate in sociologic field work; that they develop new techniques in group dynamics and apply them in the school and community; that they institute special courses in consumer education in addition to information normally incorporated in science and practical arts courses; that they provide sex education beyond its content in the science, health, and homemaking courses; that they extend counseling services far beyond the educational field to include family and personality re-direction.

Even the sifting of all the new ideas urged upon the schools is a substantial enough administrative task to demand general faculty participation. The alternatives are to resist all change or to accept it without adequate consideration of its value and the technical problems involved. Very frequently, the office of a secondary school receives proposals for incorporation into the educational program. The principal can not even examine all these proposals before accepting, rejecting, or referring to the superintendent, or faculty committee. Many of them must be referred first, and are not even considered by the principal until a report on the referral is received.

Even where time or talent is not a factor, the principal may assign an administrative responsibility in order to bring the whole faculty actively into the task of

general school administration. This is not done to escape responsibility or to satisfy some abstract idea of the term *democracy*. It may be highly functional because direct experience in a given job is essential for an appreciation of its problems, and the action taken may be of such vital concern to the teacher that he has a moral right to understand the problems involved. For example, the recurrent complaints of high school teachers about their teaching schedules can be mitigated materially by securing faculty agreement on principles for schedule making and faculty consultation on actual schedules. When a member of a consultative committee sees the problems of fitting courses into teaching schedules, teachers into rooms, rooms into time schedules, and personalities into groupings, he begins to understand that it is more than administrative whim which governs schedule making.

Some administrative tasks are delegated to teachers because they require detailed work with students. Even where the time factor is unimportant, the delegation is desirable to secure closer working relations than can usually be secured by the principal. His role as the arbiter in policy and discipline cases is better safeguarded if he is not closely associated with one special function. For example, a principal in direct charge of building and grounds supervision could not easily devise a good method of referring a discipline case in connection with this function. When the principal is in direct charge of the school safety patrol it is difficult to give adequate recognition to the patrol members without creating the feeling that other school organizations are not provided with comparable opportunities to develop group morale.

To sum it up, the teacher as an administrator of general school problems provides counsel in policy making, serves as a consultant in a given specialty, acts as a member of committees concerned with working conditions problems, and pro-

vides leadership where student activities are concerned.

DIVISION ROOM KEY UNIT

Important as special administrative assignments to teachers are in the economy of a secondary school, the main administrative work of the teacher is intrinsic to the teaching position itself. The creation of a school home for the pupils, the provision of integral advisory services, and the integration of the many school units into a single school require a central administrative-advisory unit for a group of pupils, in charge of a teacher. The key person in this pupil personnel administrative unit is the division teacher. The division room serves a variety of specialized functions that are served not at all or desultorily in the course of the class instructional program. This is not to say that the assignment of these functions to teachers automatically results in satisfactory discharge of the duties assigned. On the contrary, the fact that the division room objectives are not usually as clearly defined as the aims of class teaching necessitates the most careful attention to in-service training in the duties of the division teacher.

Furthermore, the time allotted in the school schedule must be consonant with the size and dignity of the task to be performed. In the highly departmentalized school there is no easy solution to providing sufficient flexibility to facilitate the large group meeting as well as individual conferences. A daily division period of class period length provides time of adequate duration, but does not create the proper conditions for individual conferences. A short daily division period for administrative and other group work, supplemented by a period when appointments can be made for individual conferences, comes nearer to a solution. The aims of the division room are to create student headquarters for administrative, guidance, civic, social, and welfare activities that have their locus in the school. The fulfillment of these aims requires that

the division teacher be the generalist who deals with the students in the every-day administrative and advisory problems and co-ordinates the student activities related to these functions. Thus the daily administrative job of the school is carried out by the division teacher in a variety of ways.

ATTENDANCE CHECKING

Attendance checking is one of those jobs without which there is no school. The departmental organization of the secondary school creates the need for attendance checking in several places during the day, with a consequent elaborate system of liaison for this apparently simple administrative routine. This complication is compounded by the additional motives for non-attendance that arise with the advancing maturity of the secondary school student. Gainful employment would provide the additional money to get a car and a girl; neighborhood eating and entertainment places cater to teenagers during school hours; homes left without supervision provide convenient rendezvous; weak parents permit their teenaged children to be out late any night of the week. Add to this the strength of the drive to secure social recognition which comes with emerging adulthood, and it is easy to see why pupils who do not achieve success in school will utilize opportunities to seek satisfaction elsewhere.

The type of school is not the only determinant of the nature of the attendance problem. Community attitudes vary enormously as to the value placed upon schooling. Among middle class people the goals set for acceptance into the most desirable niches in society demand definite amounts and kinds of formal education. Vocational goals that middle class people value place even more rigid demands upon school progress. But social groups not valuing these middle-class goals possess less compelling motives for school attendance. The motivation for them must contain a greater degree of

intrinsic interest; and this motivation must be strongly reinforced with a much greater attention to attendance checking and enforcement. Since the teacher is typically a middle-class person whose education has revolved about the culture of her social group, she is presented with a tremendously formidable task when she must create even greater intrinsic interest for a group that does not share the motives or experiences common to members of her social group. Obviously the teacher's best efforts to provide intrinsic interest in the school work for those pupils not impelled by social sanctions will meet with limited success. Hence, the school's attendance enforcement effort in a less favored community requires even more time, tighter organization, and special personnel.

Parental attitudes toward the necessity for regular school attendance vary enormously. In the same community there is the whole range, from the feeling that success in school is necessary to fulfill the family's social and even spiritual aspirations, to that of the attitude that the school is an alien institution foisted upon families in difficulty by an unfriendly state, with the object of making life harder for parents who are entitled to the full-time earnings of their adolescent children. Even a parent who values the earmarks of formal education may tolerate or condone lax attendance to keep peace in the family. Thus parental accuracy in reporting reasons for absence is not markedly superior to that of the high school child of that parent; hence notes are frequently signed by parents with little concern for the accuracy of the contents.

In the secondary school, it is rare indeed to receive an excuse note that does not state a valid reason for the absence. High school students do not lack resourcefulness; and if the parent is unco-operative the services of other people are readily available for excuse writing. On the other hand, the self-reliant student frequently resents the implication of im-

maturity and impugnement of integrity involved in the requirement of a note from home. The very existence of the note-from-home procedure tends to substitute routine for reasonable care on the part of the teacher in checking on absences.

Thus the logic of the problem demands the abolition of the routine use of the note-from-home in checking on absences of secondary school students. If it is urged that another method of checking would be more time consuming, it would be worth it, because the removal of this taken-for-granted device would motivate each school to utilize the available ingenuity in devising methods appropriate to the community and school organization. An example of one checking procedure that does not employ the routine use of the note-from-home follows:

1. On the first day of an absence the school contacts the home by telephone or return post card, unless the cause of absence is definitely known and acceptable or the student has an excellent record of attendance and dependability.
2. Upon return from absence the pupil fills out a standard form entitled *Absence Statement* in the presence of the division teacher.
3. The division teacher examines the pupil's statement, makes appropriate notations on it, and files it as the excuse if it is satisfactory. If there is a significant discrepancy not cleared up by questioning the student, the teacher fills in the referral section on the *Absence Statement* and refers it to the attendance counselor.

Under this system something is done by the school about an absence as soon as it occurs; and the system allows for variation in method to fit the case. The responsibility for explaining the absence is placed upon the pupil; but the parent is not left uninformed in the event of truancy. Contacts with the home are direct and prompt; but the parent who may be considerably distressed by the illness of a child is not required to take the initiative to inform the school. An excuse written under the watchful eye of the division teacher who knows her pupils is

more likely to approximate the facts than one written leisurely at home or in a neighborhood rendezvous. Similar ends can be achieved by many different procedures that schools will devise to fit their respective conditions.

The attendance work of the division teacher is not a purely administrative task, for the information about the pupil and his problems secured in the course of an attendance investigation frequently leads to advisory work. Frequent absences to care for other members of the family may suggest the need for referral to the school counselor in charge of social problems. Sometimes serious social and economic problems are encountered in an attendance investigation and they should be referred to the appropriate counselor. Absences arising from illness, although usually not a school counseling problem, may sometimes suggest the need for a change in school activities or schedule. Absences due to truancy sometimes suggest the need for part-time employment or a change in the educational program. Such cases need referral to the appropriate school counselor. An essential part of attendance checking is to use the information secured to try to help the pupil. That help may consist merely of sympathetic understanding and some hints on school procedures, or it may go further—referral of the case to a special counselor for school adjustments. In rare instances the special counselor may even recommend therapy or co-operation with outside social agencies; but the division teacher should not take such action.

The issuance of the report of progress to parents is a routine administrative task of the division teacher which includes advisory work. Conferences with pupils doing unsatisfactory work to explore the nature of the difficulties, to refer to special counselors, and above all, to encourage improvement by means of sympathetic interest and helpful hints, are a regular feature of the division teacher's work. Commendation to a pupil

showing improvement, advice on the relationship of achievement in a particular subject field to vocational goal, and recognition for outstanding achievement are all part of the division teacher's advisory work in connection with the issuance of periodic progress reports.

The many other administrative duties of the division teacher include the making of administrative reports, the reading and interpretation of school bulletins, checking on pupils' responsibilities for return of textbooks and other school property, assigning and supervising student lockers.

GUIDANCE DUTIES OF DIVISION TEACHER

Even where the organization in a particular school includes specialized workers in the guidance field, much of the guidance work must be done by the division teacher. The special guidance worker can handle certain problems that would otherwise be neglected; he can help with in-service guidance training of teachers; he can relieve teachers of certain classes of problems and thus free them to handle others. In short, the special guidance worker does guidance work that can not or should not be handled by teachers. But there still remains a great deal of guidance work for which the division teacher is best situated and should be well qualified. If the division teacher lacks the qualifications for doing that guidance work, the answer is an in-service training program in guidance.

The foremost guidance duty of the division teacher is that of acquainting the pupil with the school—its physical layout and facilities, its regulations and practices, the special activities and special services available, and the relationship of the pupil to the various members of the educational and maintenance staff. The student handbook which is frequently provided serves as the basis for group and individual work in this guidance area.

This orientation to the school is not just for new pupils. It is a continuous

process because new situations arise from time-to-time requiring clarification of regulations and practices; relationships to educational and maintenance staff need re-interpretation with respect to new activities being undertaken by students and classes as they advance in their work; and special services need elucidation as they become relevant for new situations that arise. Thus orientation to the school partakes of the spiral nature of all sound learning. Even though a freshman in high school may be given a series of division room lessons which constitute a survey course in school orientation, he must be taught the specific applications of this survey as cases in point arise. For example, the class study of the student handbook may inform everybody about the availability of the services of the vocational counselor. But the division teacher must usually inform the pupil of the desirability of seeing the counselor in a specific case. When the division teacher confers with a pupil about educational planning or unsatisfactory achievement, it frequently happens that detailed career information or experience is essential. At this point the pupil should be informed of the need for consulting the vocational counselor. In similar manner, the general survey on school orientation is followed again and again by applications which refer to the survey material.

Much of the advisory work on school regulations and practices is on an individual basis. When a pupil falls short in these respects the difficulty is usually referred to the division teacher. Even in a large secondary school where there are special administrative assistants to whom these matters are referred, the division teacher should be informed of the difficulty so that she may be able to counsel with the pupil on the problem. When a pupil does unsatisfactory work, the division teacher should consult with him, whether or not there are special advisers who also take an interest in the same problem. Other special school problems

normally go to the division teacher first. If it is a problem for which the school enjoys the services of a special counselor, the division teacher makes the referral. That is not to say that a pupil should not feel free to go to a vocational or psychology counselor on his own initiative; often he does not know that his problem can be referred to the particular counselor.

Group and individual counseling on requirements for graduation, sequence requirements, election of subjects, and program making is a generally accepted part of the division teacher's counseling duties in the high school.

The selection of class officers, student government representatives, and other student functionaries requires guidance by the division teacher in addition to that provided by the organizations and general school rules. The selection of special activities is greatly helped when the division teacher conducts group and individual guidance sessions on this problem. The planning of the student's day both in group and individual sessions is an important aid to study and general orientation.

Civic problem work is one aspect of the division teacher's guidance work. Problems of school citizenship as well as community citizenship problems are the normal work of the division room. School community projects, whether they are collections for the community chest, clean-up campaigns, or get-out-the-vote drives, have their school locus in the division room. School citizenship problems must be attacked from school headquarters—the division room.

When the entire school is to work on appropriate lunchroom conduct, or study proper methods of dress for school, or learn procedures for air-raid drills, the division room serves as the promotional center even though actual practice is distributed over many places in the school and community. Only the division room can serve these all-school needs. Psycho-

logic conditioning for interscholastic and inter-class competition in athletics is often done at assemblies. But the division room, which is the daily place of assembly for all pupils, must teach pupils how to get the most out of the various types of assemblies, just as it is the place where pupils should get instruction in how to behave at athletic events and other public places that school activities take them.

Student government organizations, such as student council and activities coordinating committees, do their work outside of the division room. Nevertheless, the division room provides all or part of the membership of such bodies usually; and most of the organized guidance in selection of membership must come from the division room. Similarly, expression of student opinion is best organized through the division room by advisory or directive polls taken there to serve as guides for student government representatives.

Interspersed in the numerous administrative, guidance, and civic activities of the division work are activities of a social and welfare nature which follow as a natural outcome. The civic work contains socialization situations. In working together on a civic project, one outcome is sometimes a social affair sponsored by the division room or by the all-school organization through the division representatives. The division teacher who participates in the sponsorship of these social events acquires an understanding of her pupils that can be obtained in no other setting. The division room that becomes a center for socialization develops loyalty to the school. Loyalty is an expression of satisfaction with the person or institution that has provided some status needs of the loyal individual. The satisfaction of status needs is often a determining factor in keeping the pupil in

school. Thus the socialization process that takes place in the division room improves the holding power of the school.

The socialization process in the division room creates a sort of family spirit where pupils are proud of the achievements of their group. Successes and honors that come to the members of the division when publicized in the division room thus result in the greatest satisfaction to the pupils honored and help to build the morale of the others. Pupils out of school for an extended period on account of illness or a family misfortune are ordinarily contacted by the welfare committee of the division room with expressions of good will. Through these contacts, as well as through the day-to-day contacts while the pupil is in school, the division teacher learns of special welfare needs of pupils, and refers these special problems to the school counselor charged with this responsibility. When the members of the division initiate the idea, the division room can even provide concrete assistance, although it is not advisable to undertake such action without consultation with advisers of experience in the welfare field and the specific approval of the administrative head of the school.

CONCLUSION

If a school is an organization operated for the pupils, it must be administered by the people who have direct contact with the pupils. Hence the teachers are the real administrators of any school. Since a given teacher must deal with a given group of students, it is not possible to separate administration and guidance on-the-job where both of these functions are performed. The responsible administrator of a school is, at best, an engineer and counselor for the administrative organization which consists of the entire school faculty.

The way to give a child a fair chance in life is not to bring it up in luxury, but to see that it has a kind of training that will develop strength of character.

—Theodore Roosevelt

CAREERS DAY

CHARLES D. SATTERFIELD

SENN HIGH SCHOOL

AS high school students pass into their junior and senior years, much of the frivolity and indifference toward their school work diminishes and they enter into a more serious mood as they begin to think in terms of what they will do after completing their high school education.

One of the activities of major importance at Senn, as in many other high schools, is the Annual Careers Day for the Juniors and Seniors. Faculty sponsors and students arrange and carry through this program during the fall semester. They begin by holding assemblies at which the sponsors discuss important activities that will take place during the semester, giving emphasis to the forthcoming Careers Day. Following these assemblies, a special bulletin is issued giving details of procedures to follow, and listing subjects which have been discussed on previous Careers Days. Along with this bulletin is sent a sufficient number of "Request for Conferences" for each student in the division room:

Request for Conferences on Careers Day,
October 17, 1952

NameDivision

List your requests in order of choices.
You may elect four.

1st Choice
2nd Choice
3rd Choice
4th Choice

Each student makes four choices from the list, the number of requests for each subject is tabulated, and this becomes the basis for setting up a program for the day. When twenty-five or more requests are made for any subject it is included in the program.

The conferences are held during periods 1, 2, 3, 4, and 7 in the classrooms regularly occupied by Juniors and Seniors. This procedure allows the remainder of the school to function without interference by the Career Conferences. The first draft of the program lists the subjects, the periods, and the conference rooms; tickets, a sample of which follows, are issued to room capacity.

NICHOLAS SENN HIGH SCHOOL

Careers Day Admit

Friday, October 17, 1952

NameDivision
To room.....Period.....The subject to be
discussed

Write your name and division on this admit and have it signed by the teacher in charge. Give it to your class teacher as an admit.

When all first choices of students have been completed, second, third, and fourth choices follow in like manner. Practically every student receives his first and second choices and most of them get third and fourth choices. These tickets are stapled to his original requests and returned to his division. Along with the requests and tickets, a list of tickets which are still available is sent to each division teacher. Those students who have not received tickets to four conferences may request tickets from the list still available. With this kind of procedure practically all conference rooms are filled without any being crowded. Teachers of any of the subjects offered on the conference program are invited to recommend to the sponsoring teachers any persons whom they deem suitable to conduct particular conferences. This usually results in recommendations for 15 to 20 per cent of the speakers; the placement counsellor assumes the responsibility of obtaining speakers for all remaining conferences.

During the past thirteen years the their time and talent and who are willing
 Careers Day Conferences have had many to come again:
 outstanding persons who have given of

Dr. John W. Bell	District Superintendent, High School District No. 1
Mr. Earl Bigelow	Northwestern University School of Music
Mrs. Eleanor Bond	Fashion Co-ordinator, Chicago Fashion Industries
Mr. James R. Bryant	Master in Chancery
Mr. K. D. Cameron	Personnel Department, Kemper Insurance
Miss Maude Carleton	Manager, Senn High School Lunchroom
Mr. H. S. Carr	Principal, Senn High School
Miss Mary G. Cavanagh	Adjustment Teacher, Senn High School
Mrs. M. L. Caylor	President, Senn P.T.A.
Miss Bernice Chapman, R.N.	Assistant Co-ordinator of Nursing Training, University of Illinois (Navy Pier)
Mr. John E. Cornyn	Certified Public Accountant
Mr. John T. Dygdon	Department of Technical Drawing, Illinois Institute of Technology
Dr. Frank T. Endicott	Director of Employment, School of Education, Northwestern University
Dean Ovid Eshbach	Dean of Technological Institute, Northwestern University
Miss Ella Fay	Director of Occupational Therapy, Cook County Hospital
Mrs. Louis Finston	Psychologist, Board of Education, Chicago
Mr. H. F. Foley	Assistant Superintendent, Peoples Gas Light and Coke Company
Dr. Joseph W. Gordon	Dentist
Dr. Eugene Dutton	Assistant Director of Student Counseling, University of Illinois (Navy Pier)
Dr. Opal Hepler	Northwestern University Medical School
Mrs. Ruth E. Hult	Consultant, National Dairy Association
Mr. G. A. Julin	Assistant Secretary, Chicago Title and Trust Company
Mr. Clifford Kasik	Sherman and Marquette
Dr. Ernst R. Kirch	University of Illinois Professional College
Mr. Harry Manning	Holabird, Root, and Burgee
Mr. John T. McMahon	Director of Guidance and Counseling, Board of Education, Chicago
Mr. Norman Meyers	Ray Vogue Schools
Mr. L. P. Morris	Assistant Chief Engineer, Motorola Corporation
Miss Mary Jo Murray	Personnel Department, Carson Pirie Scott and Company
Mr. John F. O'Connell	Engineer Custodian, Senn High School
Mr. I. E. Parrett	Illinois Agricultural Association
Mrs. Blanche Paulson	Bureau of Counseling Services, Board of Education
Miss Kathleen Power	Personnel Department, United Air Lines
Mrs. Marjorie Reed	Attendance Counselor, Senn High School
Mr. Harlowe Roberts	Goodkind, Joice, and Morgan Advertising Agency
Mr. William Reich	Division of Work Experience, Board of Education
Mr. Charles D. Satterfield	Placement Counselor, Senn High School
Mr. Howard W. Smith	Department of Vocational Education, Board of Education
Mr. T. L. Smithers	Public Relations, University of Illinois (Navy Pier)
Dr. R. K. Summerbell	Department of Chemistry, Northwestern University
Miss Hope Summers	Radio and Television Stage
Professor Albert Sutton	Medill School of Journalism, Northwestern University
Mrs. Mary Thompson	Supervisor, Chicago Chapter American Association of Social Workers
Mr. James H. Tyndall	Ranger, Cook County Forest Preserves
Mr. E. D. Van Fossan	Apprenticeship Training, U. S. Department of Labor
Professor Ralph L. Westfall	Lecturer in Marketing, Northwestern University
Dr. George F. Zimmerman	Assistant Principal, Senn High School

Many of these good friends have re- available talent by inviting people who
 arranged engagements in order to return have not taken part in previous years.
 to Senn and participate in these programs. For example, for our last Careers Day
 We are constantly adding to this list of program a speaker was needed for three

conferences in business administration. We called upon the personnel department of a large firm; when the plan was explained, the Assistant Superintendent of the company agreed to come himself.

Before speakers are engaged the program of conferences is set up so that a speaker may be informed as to the number and the time of the conferences for the day. We then proceed to telephone the persons desired as speakers. If they agree to conduct the conferences, the following form letter, properly filled out, is sent as a confirmation.

5900 N. Glenwood Avenue, Chicago 40, Illinois

SENN HIGH SCHOOL

Careers Day Oct. 17, 1952 8:45-2:00 p. m.
Dear.....

Your subject is.....and
your program will begin at.....

A second program follows at.....

A third program follows at.....

Each period is 40 minutes. We suggest that about 25 minutes be used to present the subject and that 10 to 15 minutes be used for questions and answers.

The following are suggested areas to be discussed:

1. Training required for this vocation.
2. Physical, personality, and tempermental qualities necessary to success.
3. Kind of working conditions as
 - a. Length of working day
 - b. Physical conditions of plants, etc.
 - c. Special benefits, such as group insurance, retirement pay, etc.
4. Does this vocation require frequent moving? Is it routine? Does it require a license? Membership in a union, etc?
5. What are the job opportunities in this field? What is the range of income?

You are invited to have lunch at twelve o'clock with the Counselors from other institutions. Here you will meet Mr. H. S. Carr, Principal of Senn High School.

You are also invited to attend other conferences in which you may be interested.

When you arrive at Senn please go to Rm. 235. Coffee will be served in Rm. 235. A student guide will be assigned to escort you about the building.

The faculty and the students of Senn High School are grateful to you for your co-operation in this program.

For further information call C. D. Satterfield, Lo 1-1107.

When speakers have been secured for all the conferences, a mimeographed program is issued giving the subjects, rooms, speakers, and their affiliations, a copy of which is mailed to each speaker. This makes a third contact with each speaker and reduces the possibility of conflict of dates to a minimum. Just before Careers Day a final, corrected program with a list of teachers who are to act as chairmen of the conferences is issued.

Various students are selected to act as hostesses to welcome the guest speakers and serve refreshments.

The teachers, who act as room chairmen, admit the students who have tickets, introduce the speakers, and stamp or initial the tickets which become admits for the following day.

One of the events enjoyed by our guests and those members of the faculty who are free at that time is luncheon, which is prepared by our lunchroom management and served by girls from our foods classes. Arrangements for the luncheon are made by the careers teacher and a foods teacher; students in art classes make table decorations and place cards. The Juniors and Seniors contribute twenty-five cents each to cover the cost of the luncheon as an expression of appreciation for the valuable services rendered them.

Throughout the day the principal, other members of the administration, and some of the faculty visit with the guests. The placement counsellor tries to have at least a short conversation with each one. One senses a feeling of friendliness and realizes that an enormous amount of good is done for the students.

The success of such a program depends upon the co-operation of the students, guests, and faculty. Since we try to treat each speaker as an individual, a letter of appreciation is sent later to each one calling attention to some comment or to some incident relating directly to him.

THE STORY OF THE HEART

JOSEPHINE BESSEMS¹

CHICAGO HEART ASSOCIATION

THOUSANDS of Chicago school children and teachers will be among the estimated two million persons who will see the Chicago Heart Association's unusual exhibit at the Museum of Science and Industry this year. From these visits is sure to come a clearer understanding of the human heart, as well as a better knowledge of its enemies.

This is by far the most comprehensive visual presentation of the heart and circulation system in the world. It has both dramatic appeal, so important in capturing the attention of the child and the adult, and scientific accuracy encompassing the latest findings of heart research authorities. The over-all educational message it carries is: "How to live with your heart longer by understanding it better."

More than two years of careful planning and painstaking construction preceded the formal opening of the exhibit to the public last October. The teacher will observe several effective teaching techniques have been employed in the seventeen displays which go to make up the exhibit.

The exhibit, covering 3,000 square feet of floor space on the medical balcony of the Museum, was designed and built by the Illustration Studios of the University of Illinois Chicago Professional Colleges. Essentially it tells the story of the human heart and blood vessels, what they do and how people with or without previous heart trouble may extend their lifetime. The planning and the construction deliberately aimed to interest children as well as adults. Unique lighting effects and visitor-operated displays make the entire exhibit easily understood.

Perhaps the most unusual of the seventeen displays is "the world's largest heart"

—a three-dimensional heart, scientifically accurate in its proportions. It stands sixteen feet high and is so constructed as to permit visitors to enter and pass through, and see just how the human heart looks from the inside. Realism is accented by the "lubb-dubb" sound of the heart as heard through a stethoscope. Inside are shown the intricate muscle and valve structures, all in accurate proportion.

The first display as one enters the exhibit from the Miracle of Growth exhibit adjoining sets the theme of the whole: "Here is your Heart." There is the lighted outline of a man's figure, giant size, in which a red heart flashes seventy times a minute—the average number of heartbeats of the human heart. Nearby is a pool in which waves of light form ripples, much as a stone tossed into still waters. It is an analogy between the ever enlarging circle of waves and the series of waves which we call pulse, set up along the arteries by successive beats as the heart pumps blood to all parts of the body.

The next display is concerned with "control"—the story of the elaborate controls which govern the adjustment of the heart and circulation to changing conditions of daily life. Push button operation animates the display to show the physical and emotional factors affecting heart action.

The display identified as "Cardiac Reserve" is also a push button operation which presents a comparison of the heart's reserve capacity with that of an arm muscle. There is a mannikin washing a ceiling and experiencing arm muscle fatigue. This display aptly illustrates that the heart muscle also has a limit of reserve before fatigue sets in, and that this cardiac

¹Public Information Director

reserve varies in persons. The message here is that each person should use but not abuse his own cardiac reserve.

DRAMATIZING HEART ACTION

What will immediately impress the teacher visiting the Heart Exhibit are the several opportunities it affords for discussion and instruction on different phases of the heart and blood vessels. Any one of the displays in a classroom would speed and intensify specific heart instruction. Such a thing, of course, is not possible; but the Museum of Science and Industry is available, and it is quite probable that the graphic presentations which the Heart Exhibit affords can fix a fact in the student mind more quickly and firmly than is usual in the classroom.

Take, for example, the display entitled "What Happens When You Exercise." There is much misunderstanding on the part of parents, teachers, and students themselves on the value, or harm, of exercise. The display, animated, shows what happens when one exercises, how the heart and blood vessels adjust their activity to supply an increased quantity of nourishing, oxygen-rich blood to working muscles so that they may function with the added demands made upon them by exercise.

This idea is carried further in the display called "Look into the Crystal Ball." Here are four large plastic globes in which are dioramas showing men and women doing different everyday things: resting in an armchair, carrying a basket of laundry upstairs, hurrying to catch a streetcar, and finally a woman recoiling in terror as she is about to be run down by a truck. One by one these dioramas become illuminated. With each one a flashing red heart in the display changes its rate of flashing; slow for rest, very fast in terror and violent activity. But it also points out that this changing heart rate is not a thing to be feared or a sign of disease. It is normal heart reaction.

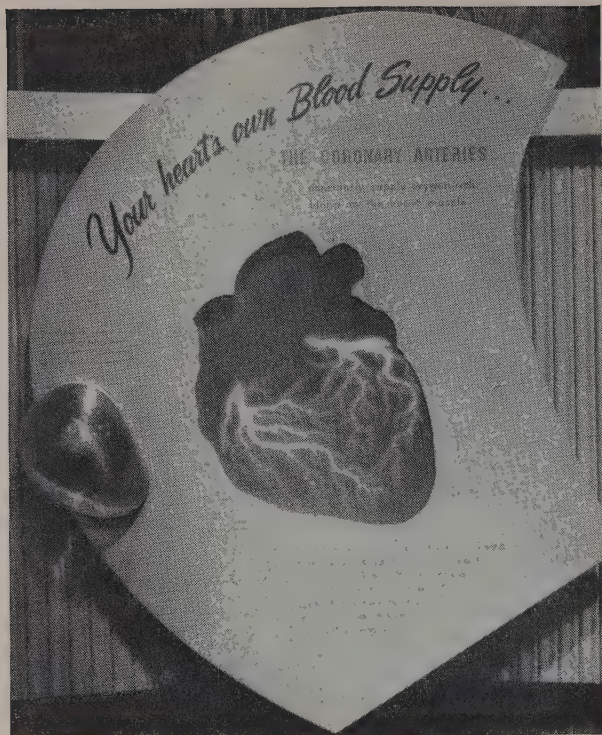
Most visitors to the Heart Association exhibit find the "Heart Sizes" display of

especial interest. On a large panel are shown the outlines of the hearts of various animals ranging in size from a hummingbird to an elephant. The hummingbird heart is so small it is viewed through a magnifying glass. In this display also are three wax models, actual size, of the human heart: the heart of the fetus, the child, and the adult. The display shows also how the hearts of various types of living creatures vary not only in size but in the frequency of beat; and that each is adequate to supply the metabolic needs of its owner.

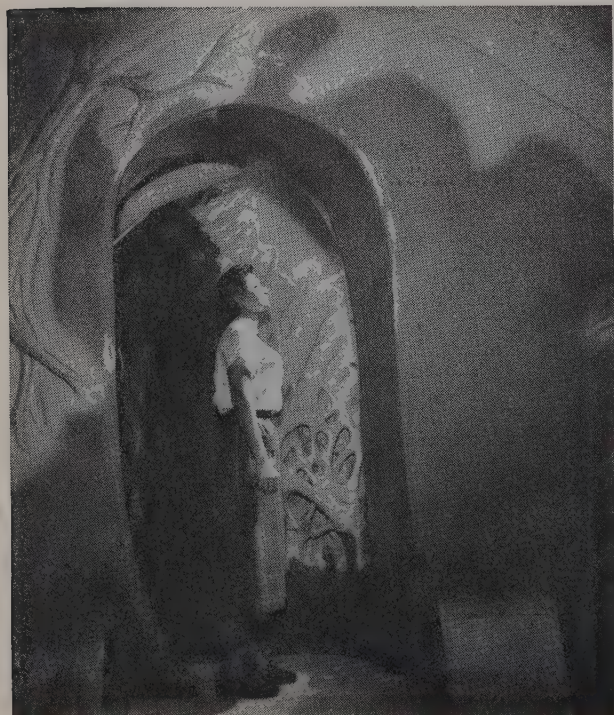
"A Trip on a Blood Cell" is a graphic demonstration of how blood travels through the body. You "take a trip on a blood cell" by pushing one of three buttons, each directing a "blood cell" to a different part of the body: the foot, the head, and a finger. When a button is pressed the "blood cell," with the figure of a small child on it, emerges from a heart-shaped roundhouse and travels to and from the designated part of the body, the trip being made in the actual time that is required by a red blood cell making the same circuit in the human body.

A most convincing demonstration of the incredible sturdiness of the heart as a machine is the display called "Hercules Heart, the Mighty Muscle." Pumping a handcar across the stage, "Hercules Heart" shows how he outlasts, in a lifetime of normal activity, seven powerful automobiles, each driven for ten years and each covering 100,000 miles. He shows, too, how, if hitched to a freight train, he could haul 226 tons from Chicago to New York in seven-and-a-half days.

In the same display there is a handle which you are invited to squeeze in tempo with a red light flashing seventy times a minute, the average pulsebeat rate. The hand and arm quickly tire—a rather startling evidence of the heart's ability, considering how it works at the same pace from before birth until death.



GRAPHIC PRESENTATIONS AT THE MUSEUM OF





THE HEART EXHIBIT SCIENCE AND INDUSTRY



A key display of the exhibit shows a large sectioned heart as a pump. The heart, by means of changing lights, contracts, then relaxes, pushing blood through its chambers. The muscular walls of the heart operate synchronously with the pattern of flow, demonstrating that the heart is a pump propelling blood constantly to all parts of the body.

Heart valves are shown and discussed in another display which has a model twice life size showing the valves as they actually appear in the human heart.

The hazard presented by high blood pressure is aptly illustrated in a display labelled "You Can Plan Your Life." Illustrating the fact that each individual can do something about his own blood pressure, a painted figure is shown at a crossroads. Two life paths lie ahead: one of calm and moderation, one of intemperance. The statement is made that these patterns of living directly affect blood pressure, and it is up to the individual which way he chooses.

What happens when the doctor "takes" your blood pressure is demonstrated in a display showing a miniature Hercules Heart hitting a miniature Coney Island strength tester with a large mallet, the red marker of a gauge jumping up with each blow and falling back as the heart rests.

GLOOM DISPELLED

A strong note of optimism runs through the entire exhibit, in contrast to the air of hopelessness and despair which has prevailed until recently among heart disease researchers. The deadliness of heart and blood vessel diseases—they cause more than half of all deaths in the United States each year—is not minimized; but at the same time the exhibit demonstrates that the human heart will serve its owner long and faithfully if simple rules are observed.

In this connection there is a display of transparent mirrors which hold the answers to thirty-two questions concerning the heart and heart disease. The visitor pushes a button opposite the question he wishes answered, and the answer lights up in the mirror. This adjoins a display which explains the principal types of heart and blood vessel diseases, together with generalized rules on how to live with one's heart, either in health or sickness.

Dr. G. E. Wakerlin, head of the exhibit committee of The Chicago Heart Association, points out that this is the first time anywhere that the public has had an opportunity to learn what to do about heart disease before it strikes, as well as what the heart patient should know afterward. It marks, as Dr. Wakerlin says, "a new educational approach in science's continuing battle against the nation's most serious health problem, heart disease."

Cultivating a serene, optimistic outlook on life helps a great deal in relieving an impaired heart of unnecessary strain. This may be difficult for people who have always been high-strung—quick on the emotional trigger—prone to work too hard or worry too much. Yet the people who are willing to slow up their previous living pace—to go ahead with less speed, less haste, less worry, less fear; who accept the situation and adjust to it cheerfully, coaxing their hearts along without letting their impairment become an obsession—these are the people who have the best chance of a full, happy, and prolonged existence despite heart trouble.

—Metropolitan Life Insurance Company

NOTES FROM THE FIELD

A Successful Spelling Program

DON C. ROGERS

ASSISTANT SUPERINTENDENT IN CHARGE OF ELEMENTARY EDUCATION¹

AN individual who is adequately educated for efficient written communication with his fellowmen must have mastered the writing vocabulary common to the group. This is not too difficult because research has revealed that as few as 3,500 words are sufficient to satisfy about 95 per cent of the group's writing needs.

The words in this common vocabulary are included in the standard spelling textbooks, and they can successfully be taught to the great majority of pupils before elementary school graduation. However, unless a child learns to spell these basic words, his vocabulary is likely to be spotty. He may have been taught to spell "yule," which will rarely be used in life, but be unable to spell "school," which appears frequently in both children's and adults' writings.² Usual words can be taught as special need for them arises.

Words in the basic list should be taught at the grade level in which children have the greatest interest in them, and the greatest frequency of usage. In his study involving the writings of 100,239 elementary school children residing in all forty-eight states, Rinsland found words concentrating at various child-usage levels, e. g.:

Number of
Appearances In 6,012,359 Running Words

Word	Grade II	Grade V	Grade VIII
doll	2,683	611	148
fifth	8	460	67
graduate	0	14	219

Is there any doubt that "doll" should be taught in second grade, "fifth" in fifth grade, and "graduate" in eighth grade?

Further, the words in the basic spelling list should, and do, have a high correlation with the words in the basic reading vocabulary. Spelling and reading supplement each other because, as Gates says, word-meaning and word-usage may be developed in spelling and applied in reading.

Finally, the teaching of spelling should not be incidental, opportunistic, or disruptive of other subject matter. It should be systematic, based on established principles of learning, and followed

up with dictionary study and usage in written composition to fix mastery of meaning.

MOTIVATED SPELLING PROGRAM

The principal of the Chopin Elementary School was perturbed because tests revealed that spelling was not up to the school's standard in arithmetic and reading. She had on her desk, and still keeps there, a quotation from Edward A. Wiggam which states, "Some persons are naturally better spellers than others but all can improve amazingly." She decided to seek an amazing improvement in Chopin's spelling.

To motivate home interest, spelling was discussed at Parent-Teacher Association meetings and every parent was asked to purchase a spelling textbook for home use by his child. At staff meetings, each teacher was requested to aim at achieving the grade norm for all pupils. The adjustment teacher was instructed to give spelling tests each semester. Word study was tied to conversation, to sentence writing, and to reading. Every child was encouraged to "try out" for the annual Daily News Spelling Bee although the school aim was to achieve good spelling in written composition for the many rather than championship in oral spelling for a few. Teachers were commended as their class achievement scores mounted. Superior test papers of individual pupils were placed in their cumulative record folders. While no uniform spelling method was suggested to the teachers, the principles outlined in the first part of this article were observed faithfully.

The "pay off" came in the city-wide spelling tests administered by the Department of Elementary Education in January 1952. Chopin headed the list of 340 Chicago elementary schools with a score of 164 per cent of norm. This has been accomplished, according to the principal, without sacrificing art, music, arithmetic, or other subjects; in fact, reading has been improved.

¹Chicago Board of Education

²"School" occurred 50,654 times among the 11,149,175 words which Horn and Rinsland found in the writings of more than 125,000 persons; "yule" occurred only seven times.

Words are a commodity in which there is never any slump. — Christopher Morley

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Vernon W. Brockman, Joseph Chada, Henrietta

H. Fernitz, James P. Fitzwater, Coleman Hewitt, Charles R. Monroe,

Philip H. McBain, James M. Sanders, Jerome J. Siegel, Irwin

J. Suloway, Joseph J. Urbancek, and Robert J. Walker.

FILMS

The following films are available to the Chicago public schools through the Division of Visual Education. Their acquisition has been so recent that they are not listed in the latest catalog.

Jet Propulsion. 16 mm sound. 13 minutes. Black and white \$50; color \$100. Available through Encyclopaedia Britannica Films, Inc., 1125 Central Avenue, Wilmette, Illinois. Collaborator: John T. Retaliata.

This film provides a much needed graphic presentation and a detailed explanation of jet propulsion in modern aircraft. Through animated drawings the working of jet engines and the principles of physics are explained with special reference to Newton's third law of motion. Jet, turbojet, turbo prop, pulse jet, and ram jet types of engines are illustrated and their uses explored. Flight characteristics of planes with these engines are contrasted with planes that have piston engines. The simple illustrations, diagrams, and animation make this film valuable and basic. It should be a fundamental source of information for a long time to come. Of interest to classes in senior high school physics and general science.

By Coronet Films, 65 East South Water Street, Chicago 1, Illinois:

Ancient Egypt. 16 mm sound. 10 minutes. Black and white \$50; color \$100. Educational Collaborator: Richard A. Parker.

In this new film the viewer is taken to see the Sphinx, the Pyramids, the Temple of Karnak and many examples of famous Egyptian sculpture. In today's relics are evidences of the Egyptian civilization that has made contributions to our Western culture; these things include the plow, community living, the calendar, the papyrus, and a basis for religion. Of interest to junior and senior high school social studies classes, it should bring new meaning to many concepts presented in the ancient history classes.

Personal Health for Girls. 16 mm sound. 11 minutes. Black and white \$50; color \$100. Educational collaborator: Elizabeth S. Avery.

Refers to daily cleanliness habits such as taking a morning shower, brushing teeth, washing hair, exercising, eating a balanced diet, and wearing clean clothes. Of interest to junior and senior high school girls' health classes. A number of things were questioned by the previewers; they included the use of deodorants; lipstick; brushing the teeth; and exercising. There seems to be confusion of the real issues in a desirable personal health program and a desirable grooming program. The success of the health program was evaluated in terms of popularity rather than in terms of sound health practices.

Farmyard Babies. 16 mm sound. 11 minutes. Black and white \$50; color \$100. Educational Collaborator: A. M. Johnston.

Daisy, the farm dog, visits the farm animals and pays special attention to the baby animals, including lambs, colts, calves, puppies, kittens, chicks, ducklings and pigs. Pictured are the ways the baby animals are fed and cared for by their mothers. Of interest to primary science and language arts classes as the film provides important story material for oral expression and reading and gives basic understandings about animals.

Personal Hygiene for Boys. 16 mm sound. 11 minutes. Black and white \$50; color \$100. Educational Collaborator: Carl A. Troester, Jr.

This film attempts to show desirable health and hygiene habits for junior and senior high school boys. It stresses cleanliness of body and clothes and the technique of avoiding complexion difficulties. Although the film does present some worthwhile things, there is too little emphasis upon the real issues of a desirable health program; one feels that the issue of desirable hygiene habits are confused with the issue of desirable grooming habits. Of interest to health and physical education classes.

J. P. F.

The following films are available through Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois:

Hindu Family. 16 mm sound. 12 minutes. Black and white, \$50; rental, \$2.50, 1-3 days.

An unusually fine portrayal of a facet of Hindu family life which is frequently overlooked. The film treats principally with the customs and practices involved in the marriage of a young Hindu girl of the Brahmin caste. The photography and the quality of the commentator's voice are excellent. A fault lies in the brevity of the film as the audience is confronted by a series of rapid-fire events which, in the tradition of the Hindus, normally takes much time to fulfill. The film is especially suitable for upper grades and high school but will also stimulate the interest of adults.

V. W. B.

Laplanders. 16 mm sound. 10 minutes. Black and white, \$50; rental, \$2.50, 1-3 days.

Sketchy, but interesting and factual presentation of the family life pattern in a reindeer economy. Photography and narration are both good. Authentic musical background is commendable. Older students may feel the film is overly romantic since Laplanders seem to be unusually content with what appears to be a most rigorous life. Most useful for upper elementary and high school classes but also suitable for junior college. A recommended film for classes in geography and sociology.

C. R. M.

Home Town—Chicago. 16 mm sound. 14 minutes. Black and white, free use. Available to Chicago Schools through the Mayor's Committee for a Cleaner Chicago, City Hall, Chicago, Illinois. Phone. FInancial 6-0163.

The Mayor is shown speaking from his desk in the City Hall, addressing the citizens of Chicago concerning their responsibilities for keeping the city clean. Appeals to civic pride instead of force are stressed as the best methods to obtain a clean, rat-proof municipality. Emphasis is placed on the standard metal refuse container which is twenty to thirty-two gallons in size. In addition to the good services of the Bureau of Streets and the co-operation of good citizens in complying with city ordinances in the more than 17,000 blocks, the penalties for violation of the municipal code and the methods by which the code departments of the city enforce the laws would contribute a fuller picture of *Home Town—A Clean Chicago*. Photography, sound, and voice are excellent. Recommended for eighth grade and high school pupils, but particularly well adapted to PTA and civic groups.

H. H. F.

FILMSTRIPS

The following filmstrips are available from Popular Science Publishing Company, 353 Fourth Avenue, New York 10, New York.

Goals in Spelling. Six filmstrips, 300 frames. Color, \$6.00 each; \$31.50 the set. Educational Collaborator: William Kottmeyer.

These six filmstrips are designed to provide the intermediate grade student with an understanding of phonetic generalizations in order that he may better relate the sounds in a word he hears with its spelling. Methods of recognizing vowel and consonant sounds, blends, and syllables are explained and practice exercises are given.

There is no quarrel as to the manner of presentation of the phonetic generalizations involved: they are in accord with the best current thinking. Yet this reviewer sees two basic objections which, in his mind, severely limit and possibly eliminate any value the strips might possess. The first is that an understanding of basic phonetic principles should come functionally as an outgrowth of and method for recognizing strange words in print, rather than as a means of analyzing and memorizing the spelling of words. The carry over of these principles into spelling activities is of course important, but the teaching of them seemingly for spelling purposes alone is dubious.

A second objection centers around the fact that the principles discussed and practiced in the strips are for the most part ones which, in Chicago's reading program, would have been taught earlier to average readers. To give fourth graders, for example, exercises associating the sound of the letter *f* with the initial sounds in *fish* and *foot*—fact learned and put into practice years before—seems to be unwise.

It is possible that the filmstrips may be useful in remedial cases where students have not yet mastered elementary phonics in their reading. Perhaps a spelling approach to phonics might be better motivation for these individuals, but the reviewer is not convinced on this point either.

I. J. S.

The Story of the Largest and Finest Sewage Treatment System in the World. 35 mm. Black and white. 83 frames. Free to Chicago schools on a permanent loan basis. Produced by the Society for Visual Education, Inc. Distributed by the Sanitary District of Chicago, 910 South Michigan Avenue, Chicago 5, Illinois.

The filmstrip describes the events leading up to the establishment of the Sanitary District of Chicago and the subsequent improvements made in the city's water supply. The technical aspects of the system are well and clearly illustrated with a series of photographs and diagrams.

The material is so organized that it should prove to be of value in upper grade science classes, high school classes in civics and political science, as well as those in the natural and physical sciences. Civic improvement groups and parent-teacher associations should find it very helpful.

Some of the material is of purely local interest, but the overall content of the strip would make it usable in schools outside of the Chicago area.

J. J. S.

The following filmstrips are available from the Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan:

Woodworking Tools and Machines. Instructional Program of Safe Practices in Woodworking Series. 14 filmstrips. 35 mm. Black and white, \$4.50 each; \$51.60 the set.

The first two of the fourteen filmstrips of this series deal with what is commonly known as hand tools and the remaining twelve with power tools.

Hand Tools—Hammers; Saws. 67 frames. This filmstrip is primarily concerned with the safe and correct use of wood tools, hand tools, hand saws, and hammers. A review and test questions are included after the presentation of each of the parts mentioned.

Planes—Bits—Knives—Chisels—Screwdrivers—Files. 77 frames. After the presentation of the proper and safe way to use each of these tools a review and test questions are presented before proceeding to the next tool.

The twelve remaining filmstrips are *Tool Grinder*, 63 frames; *Drill Press*, 82 frames; *Jig Saw*, 90 frames; *Band Saw*, 88 frames; *Disc Sander*, 47 frames; *Belt Sander*, 83 frames; *Lathe Parts—Spindle Turning*, 87 frames; *Lathe Faceplate Turning*, 73 frames; *Planer*, 74 frames; *Jointer*, 83 frames; *Circular Saw Parts—Installing a Blade*, 75 frames; and *Circular Saw Parts and Operation*, 63 frames.

The general outline of these filmstrips is:

1. Different types and the parts of the machine
2. Setting up the machine for safe use
3. Different uses of the machine and safe practices in using
4. Review immediately following the presentation of each of the parts 1, 2, and 3
5. Test questions immediately following the review of each part of the film as it is presented

The photography, the illustrations, and the presentation are excellent. The filmstrips are elaborately detailed, especially to the degree of showing and identifying the many parts of the various machines. They could be used very effectively in a vocational training situation or in industrial arts education at the high school level or above.

P. H. McB. and C. H.

Fundamentals of Benchwork. 10 filmstrips. 35 mm. Black and white, \$4.50 each; \$39.50 the set.

This series of ten filmstrips is designed to explain the elements of benchwork. The term "benchwork," as it is used, refers to all the work that is done by hand while the workman, or operator as he is called, works at a bench or table.

Hand Tools. 78 frames. Deals with benchwork in general, as concerned with metalwork; also discusses the tools required to do benchwork, such as hammers, wrenches, screwdrivers, cold chisels, vises, etcetera.

Hand and Power Hack Saws. 60 frames. The construction, uses, and the right way to use the hand and the power hack saws are shown. Also included is information that is necessary concerning hack saw blades.

Drills and Drilling. 87 frames. Deals with drilling metal and the tools used in the operation. It is also concerned with drills and how they are sharpened, and the various kinds of drill presses and their use.

Reaming, Tapping, and Threading. 86 frames. Reaming, tapping, and cutting external threads are exhibited. The tools necessary for each operation are illustrated and the proper procedure for each operation is also presented.

Finishing Rough Casting. 50 frames. The methods of finishing rough casting surfaces and the tools used for the process are presented.

Scraping. 69 frames. Presents the purposes of hand scraping, the various types of hand scrapers, and the proper methods of using these tools.

Rivets and Riveting. 76 frames. Shows the riveting of steel. It does not include anything of airplane riveting, using aluminum rivets. The various types of rivets and their purposes are presented, and also a very good description and procedure of "hard" riveting and other methods of driving rivets.

Layout Tools and Measuring Instruments. 79 frames. Provides a good description of how to transfer blueprint dimensions and lines to the metal from which the finished product is to be made. It deals with the most common layout tools and basic instruments used for measuring rough and finished work. There are also illustrations and explanations with regard to the use and limitations of these tools and their care.

Layout Work Part I. 84 frames. The very basic principles of layout work are considered along with the basic principles of mechanical drawing which are applied to layout. Also of value, actual layout preparation procedure is included.

Layout Work Part II. 109 frames. The basic principles that were discussed in Part I are carried further and the successive frames show how they are applied in actual practice. Three basic layout methods, and the procedure for doing each, are explained.

The above series was designed and could be used effectively for vocational preparation at the high school level. Many of the filmstrips could be used with gratifying results at the beginning level in any metal shop training course in vocational and industrial arts education. The filmstrips, included in the series, concerning layout work are very complete, and could be used very effectively to instill the proper habits and attitudes in beginning workers for good workmanship.

P. H. McB.

Basic Shop Safety. 8 filmstrips. 35 mm. Black and white, \$4.50 each; \$30, the set. The 8 filmstrips included in this series are as follows:

Play Safe and Work Safely. 77 frames. Emphasis is placed on the safety program in the school, the purposes of safety, of dress in the shop, of personal habits, and of shop conduct.

Maintaining a Safe Shop. 63 frames. This filmstrip is concerned with the physical plant—floors, stairways and aisles; materials—scrap, nails, wiping cloths, etcetera; handling and storing materials, and the importance of all these details to safety.

Safety Inspection. 52 frames. Included are such things as the class organization to maintain a safe shop, and things to watch for and avoid in keeping a safe shop.

Training for Emergencies. 58 frames. Teaches what to do in different emergency situations that may arise in the school shop, such as clothing caught in the machine, clothing on fire, fire in the school shop, reporting a fire, and using a fire extinguisher.

Treatment for Bleeding—Shock—Preventing Infection. 105 frames. A good filmstrip on first aid that includes such information as first aid treatment for cuts, slivers, puncture wounds, burns, severe bleeding, and fractures.

Aid for Injuries—Fainting—Burns. 54 frames. Included in this filmstrip is information concerning what to do if one is injured; first aid for fainting; first aid for small particles and chemicals in the eye; and first aid for burns, scalds, and chemical burns.

Eye Protection. 81 frames. Concerned with eye safety in the shop; includes information about safety goggles and other means of eye protection.

Power Supply. 120 frames. Designed to teach the safe use of power in the shops that may be using any one or a combination of four different types of power supply. These methods, as they are considered in the filmstrip, are machines wired separately from each other, machines controlled by hand operated master switch, machines equipped with motor controllers, and machines driven by overhead belts.

This series of filmstrips is excellent for teaching shop safety and shop practices that are conducive to maintaining a safe school shop. Each filmstrip is composed of several lesson units. Following each unit is a review of the lesson and a short test. The complete series is composed of a total of twenty-nine lesson units. It could be used very effectively at the high school level and higher; however, it is designed primarily for the beginning shop student.

P. H. McB.

MISCELLANY

An Index and Guide to Free Educational and Classroom Films from Industry. 1952-1953 Edition. Free. Distributed by Modern Talking Pictures Service, 45 Rockefeller Plaza, New York 20, New York, or 140 East Ontario Street, Chicago 11, Illinois.

This 40-page catalog describes about 115 16 mm sound motion picture films that are supplied by American industry for use in the schools. The above distributor, through its twenty-seven offices, acts as agent for the companies, corporations, foundations, and associations who sponsor the films. They are available for many types of audiences. Reported attendance last year exceeded 55,000,000, most of it in the schools of America. No rental charge is made but transportation costs to and from the nearest distributor must be paid. The wide range of subject areas shown in the catalog and the careful descriptions of the films indicate that much money has been spent on them by those who are interested in having America understand itself, its products, and its industries. Teachers will find the catalog a worthwhile reference. J. J. U.

3434 U. S. Government Films. By Seerley Reid and Virginia Wilkins. Office of Education Bulletin 1951, No. 21. Pp. 329. 70 cents. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

This bulletin lists and describes, as the title implies, 3434 films of the United States Government that are available for public use in the United States. Although the word "films" is used in the title, filmstrips and sets of slides are also listed. Specific instructions are given for borrowing, renting, or purchasing each of the 3434 titles listed. The Office of Education has put forth great effort to insure the accuracy of the information contained in the bulletin which has been prepared for the use of schools and colleges. J. J. U.

RECORDINGS

Fun With Speech (Speech Improvement). Five 12-inch double-faced recordings on unbreakable vinylite, 78 rpm. \$10.95 the set. 1952. Produced by Hazel Van Horn in collaboration with C. Von Riper. Available through Encyclopædia Britannica Films, 1125 Central Street, Wilmette, Illinois.

Psychologically, pedagogically, and phonetically accurate, these functional records, if used in moderation, should be influential in teaching both atypical or normal children between the ages of four and eight. Each record is devoted to a single sound—K, TH, D, G, and R. The child is stimulated by the narrated story to imitate these sounds, then free practice is suggested. The best records are on "K" and "TH".

The introduction by Dr. Von Riper is especially good, the script is interesting, and the narration acceptable. Should prove useful in the home as well as in school groups, when used for at least ten separate sessions. Minor sound effects only fair, as is narrators' vocal quality.

Although they do have minor imperfections, the records are recommended in view of the importance of speech training. R. J. W.

Dream of an American. Two 10-inch Vinylite records. 78 rpm. \$2.85. Presented by The Junior League of Seattle. Available through Chandler Records, 422½ West 46th Street, New York 19, New York.

Traces the story of the Indian leader from whom Seattle got its name. The narrative describing the events of Chief Seattle's life is poetically told, possesses rich imagery, and is interspersed with arresting Indian chants. The recording is clear, and the story is one of sustained interest. Good for intermediate grades. J. C.

The Endless Frontier. A series of 5 half-hour radio transcriptions. 16 inch, 33 1/3 rpm. Free. Raymond Massey, commentator. Health Information Foundation, 420 Lexington Avenue, New York 17, New York.

1. *The Search—for a cure for cancer.*
2. *The Trouble Shooters—the story of cortisone.*
3. *Our Daily Bread—are Americans overfed but malnourished? Vitamin B12 and anemia.*
4. *Only one to a customer—but how well can you get along with an ailing heart?*
5. *Man alive—because you gave a pint of blood.*

Hear the voices of the outstanding medical researchers of the world as they tell you their own part in these dramatic events which have extended the life span for thousands of persons who are no longer living on borrowed time.

J. M. S.

It takes a pound of instruction to produce an ounce of assimilation.—Isolina Riberio Flores

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

ART INSTITUTE OF CHICAGO—A retrospective exhibition of the great French painter Fernand Leger will be shown at the Art Institute from April 2 through May 17. The exhibition will consist of fifty-nine oil paintings, eighteen water colors, twelve costume designs for the opera "Bolivar," seventeen designs for stained glass windows, and a gallery devoted entirely to theatre and motion picture experiments. The works have been borrowed from American and European private collectors and museums by Katherine Kuh, Art Institute Associate Curator in the Department of Paintings. It was her purpose to bring together for exhibition the culminating canvases Leger painted in his various styles and periods, starting with his Cubist period prior to the first World War, through the mechanical and static compositions of the decade following, and closing with work dealing with objects in space Leger developed during the last twenty years.

CERTIFICATION EXAMINATIONS—The Chicago Board of Examiners has authorized the following series of examinations to be held during the fall semester of the 1953-54 school year:

<u>Examinations Authorized</u>	<u>Final Date for Applications</u>
Kindergarten-Primary, Grades 1, 2 September 12, 1953	August 28, 1953
Intermediate and Upper Grades 3-8 September 12, 1953	August 28, 1953
High School Accounting December 28, 1953	December 14, 1953
High School Chemistry December 28, 1953	December 14, 1953
High School English December 28, 1953	December 14, 1953
High School General Science December 28, 1953	December 14, 1953
High School Mathematics December 28, 1953	December 14, 1953
High School Physics December 28, 1953	December 14, 1953
Certificate of Principal December 28, 30, 1953	November 28, 1953

Formal applications for admission to these examinations may be obtained at the office of the Board of Examiners, Room 242, 228 North La Salle Street. Applications, together with all required credentials, must be in the hands of the Board of Examiners not later than the final dates given above. Candidates are requested to file their applications as soon as possible. Early filing and processing help to eliminate difficulties that may arise in qualifying for an examination.

CHICAGO CITY JUNIOR COLLEGE—The Deans of the three branches of the Chicago City Junior College have recently released a bulletin of guidance for future junior-college students. All June graduates of the Chicago high schools may enter the college, without loss of time, by enrolling at one of the three branches in September, 1953. Fully accredited college classes are available for new students in all departments. Each branch offers classes from 8:00 a. m. to 10:00 p. m., making it possible for a student to take either a full-time or a part-time program during any part of the day.

An eight-week summer session, beginning June 29, will be held at the Wilson and Wright Branches. Interested high school graduates should write to the Registrars now and ask for the summer school schedule of classes, and an application.

When transcripts are sent to the Registrar of any one of the branches of the college, write in the upper left-hand corner: (1) "Summer 1953" to indicate the student's desire to attend summer school; or (2) "September 1953" to indicate that time of entrance. Transcripts for admission to the Summer Session should cover three and one-half years of high school and should show the fact of prospective graduation in June, 1953; immediate mailing of these partial transcripts is in order, but they will not be accepted after June 6. Supplementary records must be mailed to the college before the closing of the high schools in June. Complete transcripts for graduates who wish to enter the college in September should reach the appropriate Registrar's Office not later than July 18.

It is requested that all items in the transcript form be filled in, particularly the following:

1. The student's rank in graduating class.
2. The student's date of birth.
3. The student's correct residence address.
4. Notation in the upper right-hand corner "Non-Resident" if tuition has been paid for the student in high school.
5. Notation in the upper left-hand corner of the month and year that the student wishes to enter.
6. If the student was awarded a diploma on the basis of G.E.D. tests, a report of test results showing the standard score for each test and average standard score.
7. The result of special tests—intelligence, reading, etcetera, expressed on some standard basis—will be welcome.

After the receipt of the transcripts, the Registrars of the college will mail cards of admission to the students.

All three branches of the Chicago City Junior College are on the list of institutions recognized by the local draft boards of the Selective Service System in considering applications of full-time college students for deferment. The location of the branches follow:

Herzl, 3711 Douglas Boulevard, Chicago 23
Wilson, 6800 South Stewart Avenue, Chicago 21
Wright, 3400 North Austin Avenue, Chicago 34

CHICAGO TEACHERS COLLEGE SUMMER SESSION—The 1953 summer session of eight-weeks will be conducted from June 29 to August 21. Full information may be obtained by writing to the Registrar, Chicago Teachers College, 6800 South Stewart Avenue, Chicago 21. The following is a listing of courses offered and a schedule of fees:

1953 SUMMER SESSION

Course Number and Title	Cr. ¹ No. Hrs. Per.		8:15	9:20	10:25	11:30	12:35	1:40	Instructor
² ART 106-s—Landscape Drawing and Composition..	1	4	MTWTh 305A	.....	.....	.....	.....	.....	.....
² ART 107-s—Figure Drawing and Composition....	1	4	MTWTh 305A	.....	.....	.....	.....	.....	.....
³ ART 109-s—Decorative Design and Color.....	1	4	MTWTh 305A	.....	.....	.....	.....	.....	Geilen
ART 201-s—Art in Kindergarten-Primary Education	2	7	.....	303A	MT 303A	.....	.....	.....	Geilen
⁴ ART 202-s—Teaching Art in the Intermediate and Upper Grades.....	2	7	.....	303A	MT 303A	.....	.....	.....	Geilen
EDUC. 104-s—Introduction to Education.....	3	5	.....	201C	.....	.....	.....	.....	.....
EDUC. 262-s—Evaluation of Instruction.....	3	5	.....	.....	213C	.....	.....	.....	.....
EDUC. 263-s—History of American Education...	3	5	.....	213C	.....	.....	.....	.....	.....
EDUC. 264-s—Philosophy of Education	3	5	.....	.....	213C	.....	.....	.....	.....
EDUC. 357-s—Audio-Visual Education	3	5	.....	.....	.....	213C	.....	.....	.....
⁵ EDUC. 105KgP-s—Manual Arts for Kindergarten Primary Grades	2	7	.....	.....	203C	.....	.....	.....	Lynch
EDUC. 106KgP-s—Childhood Education	3	5	.....	.....	205C	.....	.....	.....	Olson
EDUC. 212KgP-s—Play and Rhythmic Expression	2	7	.....	.....	.....	203C	203C	.....	Lynch
EDUC. 318KgP-s—Principles and Methods in Kindergarten Primary Education I.....	3	5	.....	211C	.....	.....	.....	.....	Olson
ENG. 116-s—American Literature	3	5	.....	.....	309C	.....	.....	.....	McMillan
ENG. 117-s—Literature for Children in the Primary Grades	3	5	.....	.....	.....	205C	.....	.....	Olson
ENG. 118-s—Selected Readings in Literature....	3	5	.....	.....	.....	309C	.....	.....	McMillan
ENG. 202-s—Children's Literature	3	5	.....	305C	.....	.....	.....	.....	Suloway
ENG. 205-s—Reading Activities in the Primary Grades	3	5	.....	.....	.....	207C	.....	.....	Lynch
ENG. 206-s—Teaching of the Language Arts in the Elementary School	3	5	.....	.....	.....	305C	.....	.....	Suloway
ENG. 206-t—Teaching of the Language Arts in the Elementary School	3	5	.....	305C	.....	.....	.....	.....	Suloway
ENG. 271-s—Public Discussion	3	5	.....	309C	.....	.....	.....	.....	McMillan
⁵ IND. ARTS 106-s—Elementary Industrial Arts...	2	7	.....	.....	.....	208C	.....	.....	Hewitt
⁶ IND. ARTS 155-s—Electricity in the Home....	3	8	.....	.....	.....	208C	.....	.....	.....
⁶ IND. ARTS 264-s—Crafts	3	8	.....	.....	.....	208C	.....	.....	.....
⁶ IND. ARTS 267-s—Household Utensils and Appliances	3	8	.....	.....	.....	208C	.....	.....	.....
⁶ IND. ARTS 268-s—Care of House and Grounds..	3	8	.....	.....	.....	208C	.....	.....	.....
⁶ IND. ARTS 270-s—Plastics	3	8	.....	.....	208C	.....	.....	.....	Hewitt
⁶ IND. ARTS 272-s—Ceramics	3	8	.....	208C	.....	.....	.....	.....	Hewitt
⁶ IND. ARTS 356-s—Ceramics II, Pottery Shapes and Glazes	3	8	.....	208C	.....	.....	.....	.....	Hewitt
LIB. SCI. 251-s—Processing of Library Materials	3	5	.....	.....	.....	308C	.....	.....	Butler
LIB. SCI. 252-s—Reference Materials in an Elementary School	3	5	.....	308C	.....	.....	.....	.....	Butler
MATH. 100-s—Arithmetic Content	0	5	.....	.....	.....	214C	.....	.....	Young
MATH. 157-s—Mathematics Workshop	3	5	.....	.....	.....	209C	.....	.....	Urbancek
⁵ MATH. 203-s—Contents and Methods, Grades 3-8..	2	7	.....	.....	209C	.....	.....	.....	Urbancek
⁵ MATH. 203-t—Contents and Methods, Grades 3-8..	2	7	.....	.....	.....	209C	.....	.....	Young
MATH. 261-s—Mathematics of Statistics	3	5	.....	.....	.....	209C	.....	.....	Sachs
MATH. 264-s—Calculus III	3	5	.....	.....	.....	207C	.....	.....	Sachs
MUS. 107-s—Appreciation of Music	2	4	MTWTh 306C	.....	.....	.....	.....	.....	.....
MUS. 108-s—Fundamentals	2	4	.....	.....	.....	.....	306C	.....	.....
MUS. 202-s—Teaching of Vocal Music in Grades 3, 4, and 5.....	2	5	.....	.....	.....	.....	306C	.....	.....

MUS. 204-s—Teaching of Vocal Music in the Kindergarten, Grades 1 and 2.....	2	4	MTWTh	306C				
MUS. 270-s—Teaching of Vocal Music in Grades 6, 7, and 8.....	3	5			306C			
PSYCHOL. 110-s—General Psychology (May be substituted for PSYCHOL. 107)....	3	5	214C					Brye
PSYCHOL. 203-s—Educational Psychology	3	5			7C			Brye
PSYCHOL. 204-s—Child Development	3	5	7C					Temkin
PSYCHOL. 255-s—Mental Hygiene	3	5			7C			Temkin
PSYCHOL. 256-s—Mental Measurement	3	5				7C		Brye
SCIENCE—								
BI. SCI. 108-s—Zoology	3	7	109C	109C				Colin
BI. SCI. 257-s—Evolution	3	5			109C			Colin
SCI. 204-s—Human Physiology and Microbiology..	3	9	110C	110C				Sanders
SCI. 204-t—Human Physiology and Microbiology..	3	9			110C	110C		Sanders
SCI. 207-s—The Teaching of Elementary Science in Grades 3-8.....	3	9	MTWTh	109C	109C			Phipps
SOCIAL SCIENCE—								
GEOG. 103-s—Physical and Cultural Geography...	4	7	MT	202C	202C			Brockman
GEOG. 253-s—Geography of South America.....	3	5			202C			Brockman
GEOG. 256-s—Conservation of Natural Resources	3	5	202C					Brockman
HIST. 202-s—Foundations of American Life.....	3	5		204C				Monroe
HIST. 256-s—American Foreign Policy	3	5	204C					Monroe
HIST. 264-s—History of Latin America.....	3	5			204C			Monroe
POL. SCI. 251-s—American National Government	3	5		214C				Fernitz
POL. SCI. 254-s—State and Local Government....	3	5	214C					Fernitz
SOC. SCI. 201-s—Teaching the Social Studies....	2	4	MTThF	202C				Fernitz
SOC. SCI. 201-t—Teaching the Social Studies....	2	4			MTThF	202C		Fernitz

COURSES IN STUDENT TEACHING

Not open to regular session students. Course is planned for graduates of accredited colleges and universities who are preparing themselves to take a Chicago certificate examination. Written approval from Miss Tierney, Department of Student Teaching, is necessary to register for this course. Registration for the summer program of student teaching must be completed by June 1, 1953, in order to place students in practice schools. A chest X-ray report, made since January 1, 1953, must be presented by the applicant at the time of registration.

Course Number and Title	Cr. Hrs.	No. Days Per Week	Time	Room
EDUC. 295-s—Student Teaching and Seminar.....	6	5 Daily	8:15-11:30	214C
EDUC. 362-s—Classroom Management in Elementary Schools	3	2 TF	1:15- 3:45	202C
365-s—Psychology of Elementary School Subjects	3	2 MTh	1:15- 3:45	202C

LIST OF FEES

No registration will be accepted nor refunds given after Wednesday, July 1, 1953.

Registration	\$2.00
Tuition per credit hour (Math. 100, \$24.00).....	8.00
Change of registration	2.00
Late registration, Tuesday, June 30 and Wednesday, July 1.....	3.00
Biological Science 257	4.00
Education 104, 105KgP, 212KgP, 319KgP.....	1.00
English 116, 117, 118, 202, 205, 206.....	1.50
Industrial Arts 106, 155, 267, 268.....	1.00
Industrial Arts 264, 270, 272, 356.....	2.00
Psychology 110	1.00
Science 108, 207	1.50
Science 204	2.00

¹ Number of 60 minute periods per week.

² If a student needs credit for two or three of the courses Art 106, 107, 109 or 105, hours may be arranged provided written approval is obtained from Mr. Geilen.

³ May be substituted for Art 105. Students who need credit for Art 106 or 107 may register for the course at these hours. See also footnote number two.

⁴ May be substituted for Art 108 by Chicago Teachers College regular session students.

⁵ Two of the seven periods to be scheduled by instructors.

⁶ Three of the eight periods to be scheduled by instructor. See instructor to carry two of these courses.

THE MAJOR EDUCATIONAL EVENTS OF 1952—
The ten major events of 1952 as released by the
Educational Press Association are:

1. The Federal Communications Commission reserved 242 television channels for exclusive use by schools, colleges, libraries, and other cultural institutions.
2. Congress enacted the Veterans Readjustment Assistance Act of 1952, also known as the Teague-Rankin Bill, or the GI Bill No. 2. This measure has been hailed as a vast improvement over the first GI Bill, fairer to the veteran and easier on the taxpayer.
3. The U. S. Supreme Court undertook to decide the legality of segregation in public schools. It heard cases involving segregation in Delaware, Virginia, District of Columbia, Kansas, and, most important, South Carolina.
4. The National Council for Accreditation of Teacher Education began its work. Teacher education should improve in the future if the promises of this agency are fulfilled.
5. Congress defeated a plan to use revenues from off-shore oil for public education in the forty-eight states.
6. The U. S. Office of Education appointed a Committee of Eight to reappraise the basic vocational education acts and current programs under them. This is the first time in more than a quarter century that this phase of education will be studied intensively.
7. William G. Carr was named new executive secretary of the National Education Association.
8. By a vote of 236 to 162, the House of Representatives defeated a proposal to enact universal military training, thus resolving for at least another year an issue that has been in the news for more than a quarter century.

9. UNESCO was attacked from without and was crumbling from within. Groups which in the past few years had been attacking the public school system picked on the weakest international agency as their target.

10. Adult education under public school auspices took a sharp leap forward. A study by the Ford Foundation revealed enrollments in adult education in town and city school systems had risen to nearly 5,000,000 as compared to 1,750,000 in 1948.

TEACHERS FOR 1960—Fewer teachers were trained in 1950 than in 1949, a nation-wide study of teachers colleges reveals. The impending teacher shortage to be felt in elementary schools and in rural areas is further complicated by a record public school enrollment.

Office of Education figures show that by 1960 public schools will have added about 10 million students, a 40 per cent increase. To meet this increased attendance, an additional 300,000 teachers will be needed. At least 900,000 replacements will be required for teachers who resign, retire, or leave the profession for other reasons. This will mean 1,200,000 new teachers in ten years.

At the present rate of preparation, the teachers colleges will train fewer than 500,000. This will leave an estimated shortage of 700,000 teachers in the coming decade. Last fall 194,000 students were enrolled in teachers colleges compared with 196,000 the previous year. This is a slight drop but it is a downward trend at a time when more teachers are needed. Among the chief reasons for the decrease are the Korean crisis and the sharp drop in veteran enrollment.

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"Improvement of Race Relations—An Aspect of Human Relations." By H. Harry Giles. *Progressive Education*, January, 1953.

"We have developed a profession for the healing of individual ills—medicine. We have no such profession for the healing of social ills." So writes the Director of the Center for Human Relations Study of New York University. After analyzing the need for expanding the relatively few centers of experimentation dealing with race relations, Giles methodically and skillfully develops an approach starting with the high level of scientific classifications of problems down to a practical criteria for a school program. This really fine treatment by a pioneer in the field leaves the reader with a feeling of added know-how and a broader understanding of this complex problem.

"Initiating Social Action—The Tool Kit." By the Issue Committee. *Adult Leadership*, February, 1953.

Community problems are never lacking and there is also no shortage of men and women who really want to do something toward solving them. The big hurdle confronting effective action lies between, "something should be done," and "how do we get started." Any project undertaken must have certain general characteristics. A listing of these is followed by a step-by-step plan detailing the various phases of community action. Ideas for mobilizing the power of organizations as well as that of the informal community include a check list of recommended books, pamphlets, and other training aids found to be most useful in dealing with the major areas of community problems and processes.

"The Taste of the Common Man." By D. W. Brogan. *Saturday Review*, February 28, 1953.

An eminent English social historian and observer of American life attempts to explain and evaluate the nature and effect of the technological developments in communications and transportation as they interact with the upheaval in manners and economic equality. Trends towards a pseudo-culture, involving forced acceptance of something less than good and determined by box-office popularity, are plausibly presented. For good or evil, America is the world leader in the formulation of a new mass culture. The challenge is clearly stated, but the ultimate prospects are not particularly bright.

"Leave With the Others." By Stanley Solomon. *Scholastic Teacher*, March 4, 1953.

Sponsors of school newspapers and yearbooks will welcome this plan to eliminate most of the headaches and almost all of the overtime usually part of such assignments. Delegation of responsibility to students is the formula, but the assurance of successful results is underwritten through the implementation of a self-instruction system. The organization and approach employed are practical and worthy of consideration.

"Time to Retire." By Max S. Marshall. *The Educational Forum*, January, 1953.

A popular but controversial subject, the problem of enforced unemployment of educators at the age of sixty-five, is viewed in the light of contemporary findings abetted by the desire to advance a less arbitrary solution. Major arguments for a different approach are based upon the facts that the age to which men and women can work effectively has risen, that persons do not physiologically age at the same rate, and that it is illogical to assume the coincidence of age and incompetence. The dangers attending the proposals advanced are listed, but the positive factors resulting outweigh the drawbacks.

"Who Is Responsible for Good School Morale?" By Leland S. March. *School Board Journal*, February, 1953.

The answer to the question above is obviously not a simple one. Oftimes parents blame teachers who in turn accuse the principal who then blames the superintendent and the Board of Education. At this point an impasse develops attended by frustration that inhibits progress and solution of the problem. It is as if each member concerned stands in a circle and points accusingly at the person on his right. However, the responsibility impinges on all and must be shared mutually. An analysis of the major considerations for each group gives direction and conviction to a more likely approach.

"What Should Teachers Know About Themselves?" By Judith E. Kranes. *Child Study*, Winter, 1952-53.

Are you a no-sayer? Do you feel guilty and ashamed because of things you do and say in the classroom? How do "new fangled" ideas fit in with your teaching? Are pupils the only ones in the classroom who react like children? The answers to these and other questions serve as an inventory for the veteran teacher, and at the same time provide valuable guidance for the newcomer to the profession.

"Hand-Me-Down Methods of Teaching." By M. L. Story. *The Clearing House*, January, 1953.

Why are some traditional teaching methods considered harmful when they have apparently stood the long test of experience? Why do traditional teachers almost invariably adopt a subconscious attitude based on one of the following concepts: the "jug and mug" approach, the "potter-and-clay" notion or the "gardener-and-plant" analogy? What is there in the way of help for the earnest teacher trying out new methods who feels uncertainty and skepticism about them, or the poorly trained instructor who follows the traditional method slavishly and yet has an accompanying feeling of guilt? An understanding of the exact origin and development of some methods serve to show why they no longer deserve the high regard and wide implementation they receive.

"Why Do Teaching Methods Change?" By Esther J. Swenson. *National Parent-Teacher*, January, 1953.

With down-to-earth answers to frequently asked queries, the author undertakes to explain away the fears and doubts being voiced or in the minds of many parents today concerning school practices. Although much of the content is already well known to most teachers, the approach and clarity of organization merits including this selection in your reading budget.

"Developing Experience Units." By H. Kent Parley. *Elementary English*, February, 1953.

Teachers, by and large, agree that the educational program should be conducted to facilitate maximum learning by the child. In terms of implementing this concept, many and devious approaches are utilized. Major among these techniques has been the so-called unit. Even here the author shows that there are four methods of selecting a unit of work, each with divergent outcomes as concerns the children involved. After an enlightening discussion of these approaches, a suggested outline for a unit of work is given to illustrate a desirable organization. A consistent theme running through the article stresses the importance of flexibility and adaptability in all such planning.

"Who Should Plan Curriculums?" By J. A. Hamilton. *Education*, February, 1953.

The idea that curriculums should be democratically formulated, with opportunity for participation by all persons concerned, is viewed without enthusiasm or support when the place of specialists and supervisors is tagged as that of consultant. The plea is made that only experience can result in producing the best possible product and therefore all persons involved in the curriculum process should be consultants to the expert. It is further held that only curricular specialists are capable of constructing functional curriculums and the need for involving the teacher in this function is seriously questioned. Total unconcern for the benefits emanating from the democratic process places this article in sharp contrast with present educational thinking.

"Children Speak through Behavior." By Blanche Verbeck. *Childhood Education*, February, 1953.

The thesis advanced is familiar, but the cases reviewed point up the lack of attention customarily given to the "second language" of children. Youngsters sometimes "yell" through their behavior when they would never think of audibly doing so. It is best for teachers to become attuned to the undertones expressed "softly" in actions before deep-seated emotional maladjustment takes place.

"How the Environment Helps or Hinders." By Ruth W. Washburn. *National Parent-Teacher*, February, 1953.

Aside from providing the minimum essentials of food, clothing, and shelter, the point is made in this article that physical conditions surrounding the child are of much less importance than the psychological factors involved. Pursuing this tenet, a common-sense development of the contributing factors is presented. The treatment is outstanding in its clarity and direct application to everyday problems.

"The 'Fat' Child." By Rosamond Ross. *British Columbia Parent-Teacher*, January - February, 1953.

The screening of thousands of school children disclosed that about 9 in every 1,000 were 30 per cent and above so-called overweight. Sixty-five per cent of this group were girls of which one-third were six to ten years of age with the remainder over eleven years of age. The Wetzel Grid was utilized to compensate for the inherent weaknesses of the usual height-weight charts. The cause of overweight was almost always found to be too much caloric intake with only occasional instances where glandular imbalance was at fault. The process and program implemented to aid the "fat" child is excellent and may well serve as an example to be followed by schools everywhere.

"Human Conservation." By James Sanders. *School Science and Mathematics*, January, 1953.

An impressive array of well-documented facts, interestingly presented, goes far to upset the complacency of those individuals still holding to the myth of our country's inexhaustible natural and human resources. Increasing longevity coupled with disproportionate increases in economic, social, and health problems pose one of the more serious complications. Accidents at home and on the road, alcoholism, gambling, crime, social loss from non-marriage, and diversion of large funds to other than vital causes include some of the other aspects treated. The elementary school teacher is held to be the key person to transmit to the largest number of minds the information needed to alleviate the conditions described. The solutions advocated call for action on many fronts.

"Rice and Beans and the Ed. D." By Educational Services, General Mills. *Michigan Education Journal*, January, 1953.

Dealing with the results of five years of research in Nutrition Education, a co-operative college-industry-community project summary reveals valuable findings resulting from a three-pronged venture. Major objectives were: (1) to learn how much could be accomplished by regular grade teachers in implementing good eating habits; (2) to develop a workable teacher-education program; (3) the development of course materials for graduate students. Of special interest is the offer to supply copies of the findings, teaching materials and related information concerning this experiment and others in the field to teachers making the request from General Mills, Minneapolis 1, Minnesota.

"A Microscope for the Junior Scientist." By Louis Rzepka. *School Science and Mathematics*, January, 1953.

The details and working drawings of an extremely simple microscope make it possible for any youngster to experience the thrill of "seeing the invisible." Constructed from miscellaneous materials found in any household, the finished product will produce magnifications up to one hundred diameters. A drop of water on the eyepiece forms the unusual but efficient lens, and provisions for focusing and controlling the light source are ingeniously included. This microscope can be built in from one to two hours time.

"The Ten-Story Picture." By James Norman. *Américas*, March, 1953.

In Mexico, mural-painting competition is followed just as enthusiastically as is a World Series baseball game in the States. Juan O'Gorman's original creation, covering 4,440 square yards at University City, is held to be a turning point in

the development of Mexican mural art as well as architecture. The over-all plan depicts the history of ideas of our south-of-the-border neighbor. The magnitude of the task rivals that of some of the classic wonders of the world, and the resource and imagination employed is sure to excite the admiration of the reader.

"The Ethical Dilemma of Science." By A. J. Hill. *Vital Speeches of the Day*, December 1, 1952.

A speech of basic importance to all teachers highlights the progress made in science and tech-

nology in a world characterized by a lack of appreciable advancement in social inventions. No longer is it possible to speculate on the marvelous improvements to be expected in living standards for the peoples of the world; one must weigh the outcomes of the imbalance brought about by this same science. Is it ethical to drive ahead to greater developments technically, or must frontier research be halted until such problems as increasing over-population, decreasing natural resources, greater capacity to wage war, and lower moral integrity are solved? This is the dilemma.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Muriel Beuschlein, Alice C. Bigane, Vernon Brockman, George E. Butler, Joseph Chada, Louise Christiansen, Mary E. Courtenay, William J. Dempsey, Mary Sybil Dunn, John W. Emerson, Henrietta H. Fernitz, Marion A. Fischer, J. Curtis Glenn, Mabel G. Hemington, Coleman Hewitt, Louise M. Jacobs, David Kopel, Vaso Krekas, Joseph Kripner, Marcella G. Krueger, Philip Lewis, Marian Lovrien, Melvin M. Lubersbane, Charles R. Monroe, Blanche B. Paulson, Charles W. Peterson, Theodore G. Phillips, Eloise Rue, Irwin J. Suloway, David Temkin, Joseph J. Urbancek, Robert J. Walker, Sylvan D. Ward, Rosemary Welsch, and Dorothy E. Willy.

FOR TEACHERS AND SUPERVISORS

Atomic Energy in War and Peace. By Burr W. Leyson. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, 1951. Pp. 217. \$3.75.

This book is a popular exposition of atomic energy, in which the emphasis is placed on its applications in war, while the discussion of its peace time applications is relegated to the last two chapters. Its presentation is marred by several loosely formulated definitions and a number of inaccurate definitions in the Glossary, as well as numerous errors in spelling.

T. G. P.

Claremont College Reading Conference, Sixteenth Yearbook, 1951. Claremont, California: Claremont College Curriculum Laboratory, 1951. Pp. 130. \$2.50.

The Claremont College Reading Conference annually explores the useful concept that reading is a process of making discriminative reactions not only to printed words but also to all manner of other stimuli. The theme of the 1951 conference was "Mass Communication: A Reading Process." Fourteen papers, some by classroom teachers, others by well-known educators, comprise the volume.

D. K.

Adolescence and Youth. By Paul H. Landis. 330 W. 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1952. Pp. 461. \$5.00.

This book stresses the sociological problems of adolescents and youth aged twelve to twenty-four, the period from childhood to the assumption of adult responsibilities. The author believes that young people are concerned less with emotional and physical changes in

this period than they are with adjustment to the complexities of our changing civilization, the sweep of which, he thinks, leaves parents in as much of a quandary over social decisions as are their children. The role which the public schools play is felt to be the most important in guiding youth, but many shortcomings in moral, marital, and vocational guidance are pointed out. The author has selected many figures, tables, and references which the reader will find valuable as further source material. The subject index is inadequate.

J. C. G.

The Clinical Method in Psychology. By Robert I. Watson. 49 E. 33rd Street, New York 16, New York: Harper and Brothers, 1951. Pp. 779. \$5.00.

This is a text intended for advanced college students of clinical psychology. The emphasis is on commonly used tests though sections are devoted to interviewing, observing, rating, and case studies. A descriptive part on systems of psychotherapy concludes the volume. Each is presented in a scholarly and adequate manner. One would also like to see some emphasis on the clinician himself, especially the personal and professional non-testing skills, attitudes, and understandings that produce a good clinician.

D. T.

Resolving Social Conflicts. By Kurt Lewin. 49 E. 33rd Street, New York 16, New York: Harper and Brothers, 1948. Pp. 230. \$3.50.

This book presents a collection of papers written by the author at various times between 1935 and 1946 on social psychology from the field theory point of view.

Here is examined the interdependence of the individual and group to which the individual belongs rather than the individual's mental life only. The discussion centers around certain practical issues instead of being a presentation of a more theoretical type. This is an excellent presentation of Lewinian thought. D. T.

How to Make Your Emotions Work For You. By Dorothy C. Finkeler. 41 East 50th Street, New York 22, New York: Pellegrini and Cudahy, 1952. Pp. 210. \$2.95.

Readers can take this pleasing "how-to" book seriously if it neither promises nor assumes too much. With a maximum of jaunty anecdotes about believable people, the author reveals our own emotional reactions to us; with a minimum of professional jargon, she makes us understand our behavior and see where we can improve it to make our emotional currency go farther. This book is one to lend to others for self-understanding and to read ourselves for perspective.

B. B. P.

You And Your Amazing Mind. By Jolm Lewellen. Illustrated by Winnie Fitch and Joe Phalen. 36 S. Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1952. Pp. 58. \$1.50.

Highly stylized, with ultra modern three-color art work, this book disappoints the reader when he begins to do more than look. Forgetting that grades five to six are given as the reading level and ages five to ten as the interest level, the author did not shorten enough sentences or blue-pencil enough big words. Nor did he take the time to explain abstract terms. Few ten-year-olds, to say nothing of kindergartners, are ready to be introduced to psychiatry through the unconscious mind, are worrying about "complete financial security," or about "the word 'love' as psychiatrists use it."

B. B. P.

The ASCAP Biographical Dictionary. Edited by Daniel I. McNamara. 432 Fourth Avenue, New York 16, New York: Thomas Y. Crowell Company, 1952. Pp. 636. \$5.00.

This is a revised edition of important personalities in the society of American composers, authors, and publishers. The biographical information under each name is brief but complete enough to serve as a valuable source of reference; 2,171 composers and writers of lyrics and 402 music publishers are included. An important feature is the list of representative works included with each biography.

S. D. W.

Adventures in Singing. By Helen Leavitt et al. 221 Columbus Avenue, Boston 16, Massachusetts: C. C. Birchard and Company, 1952. Pp. 128.

Music teachers are always seeking easy songs representing various scenes in American life—something that can be used in the classroom, assembly, or in the glee club. This book will serve its purpose advantageously. Such songs as *Dear Hearts and Gentle People*, *Blue-tail Fly*, *How Lovely Are the Messengers*, and spirituals specially arranged by Roland Hayes are sure to please young singers.

S. D. W.

The Practice of Printing. By Ralph W. Polk. 237 N. Monroe Street, Peoria 3, Illinois: Charles A. Bennett Company, Inc., 1952. Pp. 324. \$4.75.

This is the latest in a rather long list of books by this author. From a lifetime spent as a craftsman and as a teacher he has set forth what he considers the basic material for every young printer. The book is unusually well illustrated. The author is responsible for the typography and layout of this book. The first section relates to the history and development of printing. To make the book of more value as a text the author has included a set of ten questions and a list of suggestions at the end of each chapter.

C. H.

Introduction to Music Education. By Russel N. Squire. With a Foreword and an Appendix by Karl W. Gehrken. 15 E. 26th Street, New York, New York: Ronald Press Company, 1952.

The author is especially appreciative of the problems young people have in the study of music from the elementary grades through college. He stresses a need for closer rapport among teachers of various teaching levels so as to help pupils anticipate the problems they will meet in their educational continuity. He cites the important objective of music education in the elementary school as being "appreciation of music." There are practical suggestions on the teaching of melody and rhythm in the elementary school; the analysis of rhythm is especially interesting.

S. D. W.

Building Mathematical Concepts in the Elementary School. By Peter Lincoln Spencer and Marguerite Brydegaard. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 372. \$3.75.

Emphasis is placed on enabling readers and students to understand better the ideas, techniques, and devices used in the field of elementary mathematics. The authors strive to give the reasons behind the various operations and to show the meaning behind the development of these operations. This approach has the effect of countering the thoughts of the untutored in the subject area of elementary mathematics, who erroneously refer to it as the "drill," "skill," or "tool" subject. Some errors of expression were noted, particularly on page 181, such as: "...ten times as small, one hundred times as small, or one thousand times as small, ..." Can ten times as small really mean one-tenth as large; or one hundred times as small mean one-hundredth as large; etcetera? Despite such items as shown, the textbook should have value for the interested reader.

J. J. U.

Developing Democratic Human Relations through Health Education, Physical Education, and Recreation. First Yearbook of the American Association for Health, Physical Education, and Recreation. 1201 Sixteenth Street, N. W., Washington 6, D. C.: American Association for Health, Physical Education and Recreation, 1951. Pp. 562. \$4.25.

Physical and health education teachers and recreation leaders who feel a responsibility for developing democratic human relations through experiences provided under their direction will welcome this book. The committee responsible for its preparation has done a thorough and excellent job in a field where, admittedly, nothing like it has been done before. Though general in its opening review of the problem, the book's later chapters are specific in suggesting programs for the various age groups and how to evaluate them.

L. C.

1952 All-Sports Almanac. By Frank Clement. Sponsored by the leading American News Papers. Pp. 256.

As the title indicates, the text covers all the information and data of sports from angling to wrestling. It includes a very careful tabulation of National League standings, national rankings, team scores, names of champions and championships, records of performances in individual and dual sports, Major League batting averages, and home runs. Sports lovers will find many interesting records and facts about their favorite sport.

J. K.

Life and Ways of the Seven to Eight Year Old. Revised Edition. By Lois Murphy et al. 59 Fourth Avenue, New York 3, New York: Basic Books, Inc., 1952. Pp. 658. \$4.50.

The authors have used this particular age-group for study because it has been neglected as an area of study and research, and because it is a most important period

for the child's learning how to act and think and what to believe, and to adapt to a given social structure. Ten children are included in the experiment and the study is replete with illustrations of their behaviors, skills, and attitudes in school situations. "Progressive" school principles rather than more formal school situations are the setting for the study as under those conditions true individual personality is more evident. There are excellent descriptions of behavior in specific experimental situations—tests, problem-solving, projective play situations, and the Rorschach Test. The latter part of the book summarizes the studies of the individual children and draws conclusions which are expressed in twelve themes around which the facts of observation cohere. Implications for education are prominent. The book is a scholarly treatise of its subject and will be an excellent reference for advanced students of child behavior and education, and for teachers of children of this age level. It is a revision of an earlier book, *Child Life in School*, published in 1942. D. E. W.

World Horizons for Teachers. By Leonard S. Kenworthy. 525 W. 120th Street, New York 27, New York: Bureau of Publications, Teachers College, Columbia University, 1952. Pp. 141. \$3.25.

If society is to save itself from suicide, it must build One World, and teachers must help. This is the author's theme as he proceeds with his task of describing the "world-minded teacher," and the kind of teacher-education program, both in-service and pre-service, that will develop such persons. Many illustrations are given of what is actually being done in schools and colleges to promote world-mindedness. All teachers, and especially those of the social studies, will find inspiration and realistic help in this lucid and compact volume. D. K.

Curriculum Development as Re-Education of the Teacher. By George Sharp. 525 W. 120th Street, New York 27, New York: Bureau of Publications, Teachers College, Columbia University, 1951. Pp. 132. \$3.00.

Only a handful of books deal with this vital topic of curriculum development as a function of teacher growth or re-education, and this monograph makes a significant contribution to the literature. Especially praiseworthy are the author's insight and clarity in discussing the personality forces or dynamics that operate in persons, both as individuals and as members of groups, to retard or facilitate change. D. K.

How to Understand Propaganda. By Alfred McClung Lee. 232 Madison Avenue, New York 16, New York: Rinehart and Company, Inc., 1952. Pp. 281. \$3.00.

The author is concerned with the tremendous struggle for the minds of men which characterize our time. He organizes, analyzes, and interprets the phenomenon of propaganda. The techniques and procedures of propagandists are helpfully presented. Six fundamental approaches to a study of propaganda are effectively portrayed. C. W. P.

Early American Wood Carving. By Erwin O. Christensen. 2231 West 110th Street, Cleveland 2, Ohio: World Publishing Company, 1952. Pp. 149. \$4.00.

A scholarly work presenting significant aspects of an authentic American folk art by no less an authority than the author of the monumental *Index of American Design*. The text provides a wealth of information about such charming bits of Americana as ships' figureheads, cigar-store Indians, and wooden kitchen utensils. The illustrations—sixty-five in all, twelve in colors—are executed in the clear and crisp watercolor style developed for the government-sponsored *Index*. A worthy book for teachers, but somewhat specialized for use by most students. J. W. E.

Cursive Basic Handwriting. Book VI. By Stone and Smalley. 597-99 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1950. Pp. 64.

We now have the complete set of an unorthodox system for teaching handwriting—one in which there is a gradual shift from manuscript to cursive with a rather long period during which portions of the pupils' handwriting are a joined manuscript. Cursive elements are slowly introduced beginning in grade two and ending in grade four. The ultimate cursive forms retain a few manuscript capitals. An attempt has been made to provide the exercises with meaningful content. I. J. S.

The Dynamics of Social Action. By Seba Eldridge. 2153 Florida Avenue, N. W., Washington 8, D. C.: Public Affairs Press, 1952. Pp. 119. \$2.50.

An extremely practical guide for those who want to fill the leisure time of the American people with useful social activities. While the book is primarily designed for the layman anxious to solve the social problems of his country, it is equally as well a revealing source of information to those who are merely interested in knowing something about the social and cultural aspects of our times. J. C.

Children from Seed to Saplings. By Martha May Reynolds. 330 West 42nd Street, New York 18, New York: McGraw-Hill Book Company, Inc., 1951. Pp. 334. \$3.75.

This second edition, like the first, is written in an informal, non-technical style primarily for students and parents. As the title implies, the book sets forth some discoveries which have been made about children from conception through the age of seventeen. It also gives suggestions for observing children at the different age levels and for making anecdotal records. M. G. H.

Vision in Television. By Hazel Cooley. 1440 Broadway, New York 18, New York: Channel Press, 1952. Pp. 80. \$2.50.

In trying to present to the interested reader the origins and potentialities of educational television the author makes an almost futile attempt to treat five of the more important areas involved within the confines of fifty-two pages. The remaining twenty-eight pages are devoted to an appendix which reproduces some pertinent material readily obtainable from other sources. Emphasis is placed upon the thought that television will effect a cultural revolution of such contemporary importance as to be properly compared with the impact of the printed word during the Renaissance. It is assumed that attitudes and behavior in the future will be in greater measure determined by what people look at than by what they read. The book, as such, serves the purpose of stimulating thinking along certain lines, but the coverage is superficial and does not reveal adequate basis for many of the conclusions presented. P. L.

Display For Learning. By Marjorie East. Edited by Edgar Dale. 31 West 54th Street, New York 17, New York: The Dryden Press, Inc., 1952. Pp. 297. \$3.00.

Created for the express purpose of helping teachers to make and use visual materials, the basic approach effectively promotes the ideas that satisfactory instructional items do not require large expenditures and that artistic ability is secondary to the teacher's sincere desire to assist children to learn. The many illustrations, examples, and how-to-do-it suggestions serve as strong motivation for action and invention. Understanding of the problems of the classroom is clearly reflected in the adequate coverage of such areas as duplicating processes, utilization of the chalkboard, preparation of posters and charts, planning exhibits, and the listing of valuable sources of materials. An important book for any professional library. P. L.

Atlas of Ancient and Classical Geography. Revised by John Warrington. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, 1952. Pp. 256. \$4.50.

This volume constitutes a valuable addition to the library of the student of ancient history and the classics; it is also a good reference for the layman's study of Biblical and early Christian history. In addition to the usual assortment of maps and locational index, the atlas contains an invaluable historical gazetteer which relates the historical and geographical particulars of a number of important cities and locations. Of particular interest are the black line drawings depicting the plans of notable battles and sketches of historical districts. Although the revision is aimed at correcting several deficiencies which appeared in the original edition, there still exists a certain degree of crowding of place names on some of the maps. Perhaps the use of bolder political boundaries, sharper contrasts in colors, and more extensive use of block lettering would provide some clarification. V. B.

Teaching Through Radio and Television. Revised Edition. By William B. Levenson and Edward Stasheff. 232 Madison Avenue, New York 16, New York: Rinehart and Company, Inc., 1952. Pp. 560. \$4.75.

The rapid acceptance of television as a part of the general category of broadcasting made necessary the revision of the original edition of this treatise written by the senior author in 1945. The collaboration of Edward Stasheff in pooling his specialized knowledge and experience in the educational and commercial aspects of video adds a tremendous fund of essential information to an already valuable and well-received book. It is rare to find, in a single volume, the background and evolution of educational broadcasting together with an outstanding presentation of "how-to" material dealing with the major aspects of radio and television production seen through the eyes of educators and with adequate consideration given to the problems of education. This book negates the necessity of reviewing a great deal of the current literature offering but piecemeal data to be gleaned only after exhausting research. P. L.

Puppets and Marionettes. Written and illustrated by Roger Lewis. 501 Madison Avenue, New York 22, New York: Alfred A. Knopf, Inc., 1952. Pp. 44. \$1.50.

The principal aim of this book for young people is to offer specific procedures and techniques for making simple hand puppets and the rather more complex string marionettes. The book adequately covers the making of papier maché heads, the construction of bodies, and the sewing of simple clothing. The construction methods are sound; there are many illustrations. J. W. E.

The Book of the Play, An Introduction to Drama. By Harold R. Walley. 597-599 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1950. Pp. 699. \$4.25.

A wonderfully thorough college text with a variety of twelve excellent plays, half of which are modern, each prefaced with incisive, comprehensive remarks concerning the specific genre exemplified. It supplies, explains, and organizes the material for profitable classroom discussion on an adult, though introductory, level. There are 115 pages of text on the art and development of the drama supplemented by a useful study guide and four illustrations of period stages. The translations are modern; the index is evidence of painstaking preparation; and the binding is neat. Because it is accurate and articulate, this book is suitable and recommended for English and theatre courses everywhere. R. J. W.

The First Book of Puppets. By Moritz Jagendorf. Illustrated by Jean Michener. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1952. Pp. 68. \$1.75.

This remarkable little book is overflowing with a wealth of intriguing suggestions to stimulate the imaginations of young beginners in puppetry. There are "rod" and "push" puppets, finger and glove puppets, and two-string marionettes in addition to the more traditional five-string marionettes. Stages, scenery, and costumes are considered, as are also lighting, sound effects, music, and even advertising and ticket selling. The projects suggested are intelligently adapted to the eight- to ten-year-old level, and are not merely scaled-down versions of adult productions. Many good illustrations, of course. J. W. E.

The Magic Circle: Stories and People in Poetry. Edited by Louis Untermeyer. Illustrated by Beth and Joe Krush. 383 Madison Avenue, New York 11, New York: Harcourt, Brace and Company, 1952. Pp. 288. \$2.00.

The indefatigable Mr. Untermeyer has produced another anthology, this one for the junior high school level. As in the case of *Stars to Steer By*, his earlier collection for children, he has shown rare good sense in the selection of material. Three-fourths of the one hundred poems are modern; the "classics" really appeal to young people, and the vast majority are narrative poems liberally sprinkled with action and humor. Untermeyer has managed to keep the number of his own poems included down to — for him — a modest seven. Not a text but a useful anthology for recreational reading. Pen and ink illustrations. I. J. S.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Making and Keeping Friends, Life Adjustment Booklet. By William C. Menninger. 228 South Wabash Avenue, Chicago 4, Illinois: Science Research Associates, Inc., 1952. Pp. 49. 40 cents.

A well-written and effectively illustrated booklet in a pertinent area designed to appeal to teenagers. Within the pages are found common-sense answers to many questions plaguing the adolescent and young adult. Even the "delicate" subjects are treated with such skill that good taste and propriety are never violated. P. L.

English for Use. By Simon Beagle et al. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1951. P. 152. \$1.12.

A paper-bound manual, this text is designed for the slow learner or for the foreign-born whose knowledge of English is slight but whose interests are practical and adult. Drill in sounds and words follows conversation for which subjects and models are suggested. Written

work deals with business forms: bank, tax, postal, and application for driver's license. An excellent appendix supplies items of information most needed by new citizens. Well-planned units. M. L.

Problems of High School Publications. By Bruce W. Smith. 915 Main Street, Dubuque, Iowa: William C. Brown Company, 1950. Pp. 70. \$1.50.

The high school teacher of journalism will find this spiral-bound little handbook a terse and sensible guide for the organization of the journalism class, the newspaper or magazine, and the yearbook. The distribution of time, the setting of deadlines, and the keeping of news source books are outlined. Screening tests for the selection of staff members are excellent. A model head style sheet is included. How to deal with printer and engraver, how to handle advertising, and even how to utilize the local radio station are suggested. Helpful for the veteran teacher; indispensable for the novice. M. L.

Living Language Series. Grades 9-12. By Joseph C. Blumenthal et al. 383 Madison Avenue, New York 17, New York: Harcourt, Brace and Company, 1953. Pp. 437 each. \$2.68, \$2.68, \$2.72 and \$2.72 respectively.

Expert in motivation, the editors of these handsome texts win the constant interest of the student by dealing with matters of real significance to him in terms he can understand. Given vital subjects to think about and talk about, he finds writing no chore. Chapters on straight thinking give form to idea. Usage, word meanings, the power of language are reasonably presented. Captions are lively, exercises purposive and pleasurable. From book to book there is growth but no duplication. Highly teachable: a far cry from old-time "composition" texts. M. L.

About You. Family Living Series, Volume I. By Marjorie C. Cosgrove and Mary I. Jasey. Illustrated by Lucy Ozone. 57 West Grand Avenue, Chicago 10, Illinois: Science Research Associates, 1952. Pp. 80. 96 cents.

This workbook presents mental hygiene principles through brief expository sections, anecdotal material, and frequent self-analytical check lists. Successful in treating theoretical material informally and concretely, it suffers from an over-emphasis on sociological causes of behavior and from attempting to cover all phases of guidance. It will require skillful handling by an experienced teacher well trained in psychology because of some of its concepts and approaches. It contains long, helpful reading and film lists. B. B. P.

Workbook for Muzzey's A History of Our Country. By Minnie Lloyd. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1952. Pp. 137. 96 cents.

A useful workbook for high school classes which use the Muzzey text. Those teachers who find such workbooks useful will approve of the many charts and maps, as well as the questions which are to be filled in with correct answers. The one respect in which this book is better than most workbooks is the presence of a few problem-solving or "thought" type questions. C. R. M.

Review Digest of American History and World Backgrounds and Review Digest of American History. By Aaron Jaffe. 115 East 53rd Street, New York 22, New York: Republic Book Company, Inc., 1950 and 1949. Pp. 125 each. 25 cents each.

Both of these paper-bound review books are identical, except that the first named book has 25 pages devoted to a summary of world history. Brief, predigested outlines of history, plus sample questions from the New York State Board of Regents Examinations and a few objective test items by the author should be of service to anyone who is preparing to take some entrance or placement examination. Teachers who are preparing to take the Chicago Board of Education elementary certificate examinations might find these books useful. Of no value to a high school or college student who is in a history course. C. R. M.

Elements of General Business, Revised Edition. By William M. Polishook et al. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1952. Pp. 471. \$3.00.

This book is well organized to lay the foundation of a functional economic life for high school students. The chapters included in the eight large units are broken into smaller segments, each of which is introduced by questions requiring the student to examine his own experiences in the economic area under consideration, and is followed by many and varied learning activities. The format is attractive and includes one or more illustrations on almost every page. M. A. F.

Unit and Final Tests to Accompany Muzzey's A History of Our Country, New Edition. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1950. Pp. 40.

A series of objective test items which could be used for weekly quizzes or short review exercises. Three-fourths of the items require rote recall of facts. The remainder, fortunately, require some intellectual analysis. A useful aid for overworked teachers. C. R. M.

The United States in Literature. By Robert C. Pooley et al. 433 East Erie Street, Chicago 11, Illinois: Scott, Foresman and Company, 1952. Pp. 736. \$3.72.

Third book in the America Reads Series, this very complete and colorful anthology is packed with highly readable selections, well-edited. Four approaches are incorporated: historical movements, American ideals, representative literary figures, the development of literary types. Unique perhaps is the amplitude with which six major writers, from Franklin to Benét, are treated as representative of the thought of their times. Balance, human values, comprehensiveness, and much modern writing give the book solid merit. Imaginative editorial helps. M. L.

Citizens Now. By Edward Krug and I. James Quillen. 433 E. Erie Street, Chicago 11, Illinois: Scott, Foresman and Company, 1952. Pp. 356.

A modern, interesting text for use in civics classes in junior high school. The functional approach to government is utilized in this excellent presentation of problems on the local, state, national, and international levels. H. H. F.

Books For You. By Committee on Senior High School Book List, National Council of Teachers of English, 8110 South Halsted Street, Chicago 20, Illinois: National Council of Teachers of English, 1951. Pp. 130. 40 cents, 30 cents for 10 or more.

Designed as a list for leisure reading for senior high school students, this pamphlet includes every type of book the teenager could wish for—except comic books. The titles represent adventure; mystery, romance, biography, nature, science, other lands and peoples, sports and hobbies; fiction, essays, criticism, poems, and plays. The terse one-line annotations tell the "busy" young reader at a glance which books will appeal to him. Interesting illustrations from books are interspersed throughout. L. M. J.

Ralph J. Bunche, Fighter For Peace. By J. Alvin Kugelmass. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 174. \$2.75.

Whoever reads this book does so because he is interested in the life of a contemporary American who has made a great contribution to the world; from it one learns much about Dr. Bunche—his struggles and successes, his academic accomplishments, and his role as peacemaker. Unfortunately, the style of writing does not measure up to the fine life it attempts to portray. L. M. J.

Submarine! By Commander Edward L. Beach. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 301. \$3.50.

A stirring and realistic story of the contribution of the submarine to American victory in the Pacific in World War II. This is the true story of the USS Trigger and her fighting crew as they searched the far corners of the Pacific for the enemy. Intimate, terrifying, often very human and realistic, the documentary saga of Trigger and her sister ships will likely appeal to all those realists who like their adventure served true and without subterfuge. G. E. B.

Sun Eagle. By Geraldine Wyatt. Illustrated by Cecil Kidwell. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, 1952. Pp. 172. \$2.50.

Nahwood Parpe or Painted Hair, a youthful white captive of the Comanches, is so imbued with the Indian ways and lore that a terrific internal conflict presents itself when he meets Jesse Chisholm, a trader known and loved among the Indians as straight of tongue and wise in the ways of the trail. Nahwood as Brit Mason accompanies the traders on their trek westward to California. Here he comes to know Jesse, himself part Indian

and part white, as a person possessing the best qualities of both races. The Indian code of honor and loyalty, the easy laughter, and the grave courtesy are strong in Brit, but the young lad also feels great pride in the unconquerable grit and the perseverance of the white traders. The trail, however, leads him home to the Comanche tribe where Brit will work, like Jesse Chisholm, for a better understanding between the Indian's and the white man's way of life. A most interesting and absorbing tale for boys in grades eight to ten. W. J. D.

FOR YOUNGER CHILDREN

This Is the Way. By Jessie Orton Jones and Elizabeth Orton Jones. 18 E. 48th Street, New York: The Viking Press, 1951. Pp. 62. \$3.00.

Beautiful in content and in form is the latest work in collaboration by Jessie and Elizabeth Orton Jones. In poetic words and joyful pictures of "the children of the light," page after page records the prayers and the spiritual teaching of many faiths of the past and of the present, of the old world and the new. The book radiates the spirit of reverence for those eternal truths which are the priceless heritage of all children, the unfailing source of inner happiness. M. E. C.

A Garden We Planted Together. Prepared by the United Nations Department of Public Information. 330 W. 42nd Street, New York 18, New York: Whittlesey House, McGraw-Hill Book Company, Inc., 1952. Pp. 48. \$2.00.

With a significant foreword by Trygve Lie, the Department of Public Information of the United Nations presents the meaningful allegory of the field, "a jumble of weeds," which was transformed into a flowering garden by children of many nations. Sharing and working together they wrought the happy miracle which men, too, may achieve if they will but follow the pattern of the young gardeners. Here is a fine primer of world needs and noble aims. M. E. C.

It's Fun to Know Why. By Julius Schwartz. Illustrated by Edwin Herron. 330 W. 42nd Street, New York 16, New York: McGraw-Hill Book Company, 1952. Pp. 128. \$2.25.

The familiar everyday things in a child's life are discussed and used for simple, safe experiments which a curious, science-minded child can perform with materials available in the home. These include iron, rubber, cement, glass, soap, and others. This interesting little volume answers many of the child's perplexing questions and guides the reader in drawing his own conclusions by experimentation. The instructions, with the accompanying drawings, bring the experiments within the range of middle grade pupils' ability. An unique index arrangement is based on three questions: I want to find out HOW; I want to find out WHAT; I want to find out WHY. M. B.

Amahl and the Night Visitors. By Gian-Carlo Menotti. Prepared by Frances Frost. Illustrated by Roger Duvoisin. 330 W. 42nd Street, New York 36, New York: McGraw-Hill Book Company, 1952. Pp. 87. \$2.75.

In the moving, poetic dialogue of Menotti's Christmas opera, with distinguished illustrations by Roger Duvoisin, comes the heart-warming story of Amahl, the crippled lad who entertained three kings journeying far in search of a Child who was to be called the Prince of Peace. Amahl's generous impulse to offer to the young Child his only possession, his crutch, is rewarded by the miraculous gift which holds the true meaning of Christmas. This new Christmas story lends itself beautifully to reading aloud. M. E. C.

The First Book of Negroes. By Langston Hughes. Illustrated by Ursula Koering. 119 W. 57th Street, New York 19, New York: Franklin Watts, Inc., 1952. Pp. 69. \$1.75.

This short account is an orientation to the variety of parts the Negro has played in American life. It tells of some explorers, slaves, Negro musicians, and athletes. Some African history, folk tales, and problems of human relations are briefly touched on. The historic and modern are somewhat confusedly interspersed but the attractive format of the book will probably warrant its place as introductory material. E. R.

Squirrel Hotel. Written and illustrated by William Pené DuBois. 18 E. 48th Street, New York 17, New York: The Viking Press, 1952. Pp. 48. \$2.00.

Delightful authentic nonsense is the substance of the latest tale of William Pené DuBois. With clever sketches and a wealth of amusing detail the author-artist informs young readers of an extraordinary establishment, a hotel for squirrels, offering to its many guests every comfort of modern devising. This fabulous story will stir the imaginations of children and the sharing of it will add good fun to any day. M. E. C.

The First Book of Trucks. By Campbell Tatham. Illustrated by Jeanne Bendick. 119 W. 57th Street, New York 19, New York: Franklin Watts, Inc., 1952. Pp. 45. \$1.75.

This is a choice introductory book; it is full of facts about trucks, their uses, and where they travel. The subject is correlated with transportation and the truck manufacturing industry. Written for a middle grade youngster this selection would interest anyone in or out of school. Another masterful First book which clearly outlines basic concepts with an enjoyable approach. M. M. L.

Peter Turns Sheepman. By Olive W. Burt. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 108. \$2.50.

Children with a fondness or curiosity about animals will be enthralled at this accurate story-form book on the sheep industry. It tells of the everyday adventures of Peter, who learns such skills as lambing, shearing, grading, and shipping. It seems such an interesting method of learning about sheep and their products. The vocabulary is that of a ten-year-old child, but the material would interest almost anyone. M. M. L.

Sparky, The Story of a Little Trolley Car. Written and illustrated by Hardie Gramatky. 2 W. 45th Street, New York 19, New York: G. P. Putnam's Sons, 1952. Pp. 66. \$2.50.

Several times imagination almost caused Sparky to be converted into a diner. Little toot-like expressions show the dismay this thought brings, and then the trolley car, remembering his job, concentrates on good deeds. He becomes a hero a bit too easily; but perhaps children will justify the reward for helping the Mayor's personified old car. M. G. K.

Series on the Armed Forces: Wings of Our Air Force, Wings of Our Navy, Jets of the World, and Arms of Our Fighting Men. By Carroll B. Colby. 210 Madison Avenue, New York 16, New York: Coward-McCann, 1952. Pp. 62 each. \$1.00 each.

Here are four books all having the format of aircraft identification manuals so popular during World War II. They give a comprehensive summary of jet airplanes, new air equipment, and modern arms. These would serve as excellent indoctrination booklets for the Armed Forces as their full-page photographs and brief descriptions would be easy reading. Their appeal is for most boys from eight to twelve. They would have some value in the study of transportation. In clear form they present our national defense brought up to date.

M. M. L.

From Bobcat to Wolf. By L. S. Gardner. Illustrated by Stevens. 119 W. 57th Street, New York 19, New York: Franklin Watts, Inc., 1952. Pp. 190. \$2.50.

This lively little story shows the Cub Scout program in full action in Mapleville from the moment Den Seven of Pack Four finds a Den Mother until the year closes with the annual jamboree. Third and fourth graders will delight in the new den's victory in the tug-of-war, the discovery and report of a neighborhood fire, the rescue of a frightened kitten from a tree-top, and the thrill of the Cubmobile Derby. Fine illustrations reflect the youthful enthusiasm of the cubs and their pals.

M. E. C.

The Dogcatcher's Dog. By André Dugo. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1953. Pp. 28. \$2.00.

A fine book with big, bold pictures tells the thrilling adventure of Cinnamon, the golden-brown pup who left the quiet garden to follow a free-lance hound into the big world. The story reaches its climax with all of Main Street in hot pursuit of the guilty runaways, who leave a tell-tale trail behind them. A sadder and a wiser dog, Cinnamon returns gratefully to the shelter of the picket fence.

M. E. C.

The Littlest Circus Seal. Written and illustrated by Mary Gehr. 36 S. Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1952. Pp. 28. \$2.00.

The littlest readers will welcome with delight the littlest performer under the big top. With rhythmic prose and pictures of brilliant color Mary Gehr tells the story of the lonely little seal who, day after day, waited backstage for his performing parents. The account of how he made a spectacular debut in the center circle and found himself a permanent member of the famous family cast is a good story abounding in fun.

M. E. C.

The Peculiar Miss Pickett. By Nancy R. Julian. Illustrated by Donald E. Cooke. 1010 Arch Street, Philadelphia 7, Pennsylvania: John C. Winston Company, 1951. Pp. 73. \$1.50.

Baby-sitters were all alike to Carol and Bobby until Miss Pickett arrived with a suitcase that puffed green smoke. Results: a series of most mysterious adventures. Fascinating story with good illustrations. Children with intermediate grade reading ability and interests should find this book appealing.

R. W.

The Bears on Hemlock Mountain. By Alice Dalgliesh. Illustrated by Helen Sewell. 597-99 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Unp. \$2.00.

Jonathan was eight and he lived at the foot of Hemlock Mountain. Relatives, food, hemlocks, Jonathan's adventures are shown in pictures simultaneously realistic

and stylized. Parades of cookies and hemlock trees accompany the dramatic "There are no bears on Hemlock Mountain. No bears at all," as his mother's cookie cutter and Jonathan's boots keep time. But "There are bears on Hemlock Mountain," and the big iron kettle Jonathan fetches does double duty.

E. R.

The Six Robbins. By Marion Barrett Obermeyer. Illustrated by Suzanne H. Christiansen. 433 E. Erie Street, Chicago 11, Illinois: Scott, Foresman and Company, 1950. Pp. 223. \$1.50.

Remodeling an abandoned country school which would serve as the family home was a vitally important job for Nate, Jim, and Mr. Robbins. Living like "campers" until the work was completed, provided the boys with many real adventures. Good family relationship story. Vocabulary content has been controlled, so that youngsters in the early middle grades should read without undue difficulty.

R. W.

The Woover. By Jean Merrill. Illustrated by Ronni Solbert. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1952. Pp. 31. \$2.00.

A new author-artist team has turned out a story full of gayety and imagination which introduces to young readers the Woover, a rare animal, playful and friendly. His presence converts a trio of lovable but quarrelsome children into a happy, co-operative foursome, and makes the summer vacation one of peace and enjoyment for the whole family. The clever and unusual illustrations add much to the charm of the text.

M. E. C.

A Flag for the Fort. By Carl Carmer. Illustrated by Elizabeth Carmer. 8 W. 40th Street, New York 18, New York, 1952. Pp. 125. \$2.50.

It is good for girls and boys of today to know Caroline and Sam, to share with them the stirring days of 1812, and to learn the important role which these teenagers played in repulsing the British fleet and saving Baltimore during the siege of Fort McHenry. In the course of these exciting events young readers will meet Francis Key Scott and hear the authentic account of the writing of our National Anthem.

M. E. C.

Puss in Boots. A Free Translation from Charles Perrault by Marcia Brown. 597-99 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Unp. \$2.00.

This is a free translation with equally free illustrations.

L. M. J.

A Bird in the Hand. Pictured by Maud and Miska Petersham. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1951. Unp. \$2.50.

Familiar sayings from *Poor Richard's Almanack* by Benjamin Franklin are delightfully illustrated by this team of artists so well known for their outstanding art work. However, it is difficult to assign a grade level since the condensed wisdom contained in the sayings is beyond the comprehension of children who enjoy picture books, and profusely illustrated books are usually rejected by children mature enough to understand the proverbs.

L. M. J.

Milkman Freddy. By Elizabeth Helfman. Illustrated by Zhenya Gay. 8 W. 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 63. \$1.50.

Freddy and his parents have come to live with Uncle Ed who owns a fine dairy farm. Freddy tries to be helpful around the farm but, unfortunately, he just can't seem to please Uncle Ed. He rode with his uncle on his milk route one day. When Uncle Ed fell and broke his leg, Freddy took over the route. His willingness and dependability in an emergency surprised his uncle. The story is recommended for grades two to four.

M. S. D.

A Fair World for All. By Dorothy Canfield Fisher. Illustrated by Jeanne Bendick. 330 W. 42nd Street, New York 18, New York: Whittlesey House, McGraw-Hill Book Company, 1952. Pp. 159. \$2.75.

In clear, simple words and with abundant concrete references to the daily living of young and old, Dorothy Canfield Fisher interprets the thirty articles in the Declaration of Human Rights, written by the fifty-eight nations of the United Nations for the people of the world. "Building materials" Mrs. Fisher calls these pronouncements for "a bridge of understanding," which shall span dividing differences and bring men together in the ways of peace. The clever illustrations of Jeannie Bendick clarify the meaning and enrich readers' appreciation of good human relations. M. E. C.

A Present from Rosita. By Celeste Edell. Illustrated by Elton Pax. 8 W. 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 179. \$2.75.

It is good for children to know the love and courage by which loyal little Rosita, mischievous Victor, and their "beautiful mother" survive the hurricane which swept away all their earthly possessions, and fly from Puerto Rico to New York to build a new home with big brother, Pablo. Their adjustment to the bustle and stir of the big city records exciting daily adventures and the good fun and the warm friendship of school life. M. E. C.

Christmas Tree Sam. By Helen D. Olds. Illustrated by Lee Ames. 8 W. 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 62. \$1.50.

Ten-year-old Sam and his big brother Brad live in a Vermont community where Christmas trees are the chief industry. Their trip to New York to sell the trees to wholesalers is an exciting one for middle grade children. Midnight, a little bear cub, takes his part in the bargaining in the market and Sam proves that a boy of ten can be a real help. M. S. D.

Children of the Blizzard. By Heluiz Washburne and Anauta. Illustrated by Kurt Wiese. 210 Madison Avenue, New York 16, New York: The John Day Company, 1952. Pp. 190. \$2.50.

Anauta's authentic story based upon the experiences of her own childhood acquaints young readers with the life of the Baffin Island Eskimos, who know little of the people and ways of other countries. The danger of Arctic blizzards; the adventurous hunt for the walrus, the whale, and the bear; the pangs of hunger and the threat of famine; and the stout hearts which meet and triumph over these perils are the substance of this exciting story. M. E. C.

The Three J's. By Enid Johnson. Illustrated by Sari. 8 W. 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 63. \$1.50.

The three J's, Jean, Jessie and Jo, were triplets, so alike that no one could tell them apart except by the things they liked to do. When their mother was away and Aunt Bess came to take care of them, they learned to do many things and learned to like doing them. The children of first and second grades will thoroughly enjoy their adventures, and see the importance of doing things and liking to do them. M. S. D.

The Green Thumb Story. By Jean Fiedler. Illustrated by Barbara Latham. 8 W. 13th Street, New York 11, New York: Holiday House, 1952. Pp. 40. \$1.75.

Peter's yard was bare. He longed for a garden like Mr. Johnson's, but was told that it would require the magic of a "green thumb" to produce it. He searched everywhere to find the magic thumb, without success.

With Mr. Johnson's help and a bit of work, Peter discovered, when spring came, that he had the magic secret. Beginning readers will like gardening with Peter. The large print is good for young readers. M. S. D.

Cowboy Sam and Porky. By Edna Walker Chandler. Illustrated by Jack Merryweather. 1632 S. Indiana Avenue, Chicago, Illinois: Beckley-Cardy Company, 1952. Pp. 64. \$1.28.

Porky, the ranch horse, had a greater interest in eating than working. In an emergency, he proved himself to be very useful. This is an excellent story for boys, exciting, thrilling, yet different from everyday "western" themes. Three-color illustrations become alive, full of fast moving activity. A. C. B.

Wait for the Rain. By Martha Goldberg. Illustrated by Christine Price. 8 W. 13th Street, New York 11, New York: Holiday House, 1952. Pp. 41. \$1.50.

Six-year-old beginning readers will love the story of Owen, who waited and waited for rain so he could use his boots and new yellow raincoat. His big brother laughed at him, but after the rain he discovered some new thrilling experience from the small boy. A humorous and typical story of the difficulties between little brothers. Good pen and ink illustrations appear on every page. A. C. B.

Please Come to My Party. By Susan Otto. Illustrated by Duval Eliot. 1239 Broadway, New York 1, New York: Avon Company, 1952. Unp. 25 cents.

All children enjoy birthday parties, particularly their own! Larry's birthday party, which he helps plan by choosing his guests and writing the invitations, is used as a device to introduce to five- and six-year-olds the work of the post office and the mailman. Clearly told and graphically illustrated this story will inform as well as amuse the primary child. V. K.

Jumper, Santa's Little Reindeer. By Terry Shannon. Illustrated by Charles Payzant. 1239 Broadway, New York 1, New York: Avon Company, 1952. Unp. 25 cents.

This fanciful Christmas tale written in simple style will delight young children. A little reindeer who could jump higher and farther than any other reindeer found himself in Santa Claus land. The humorous incidents that follow and the vivid illustrations of gay peppermint sticks, busy elves, and colorful toys are most entertaining. A good addition to a child's collection of Christmas stories. V. K.

Tippy Runs Away. By Inez Bertail. Illustrated by Sylvia Holland and John J. Knight. 1239 Broadway, New York 1, New York: Avon Company, 1952. Unp. 25 cents.

The adventures of Tippy, the little white kitten who becomes bored with living in a comfortable home and runs away to care for himself, will be enjoyed by nursery and kindergarten children. Large, simple, and colorful illustrations enhance the story. V. K.

The Mixed-Up Twins. By Carolyn Haywood. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 123. \$2.50.

The children in this story are lovable and natural; most of their experiences are real and enjoyable, but the book is not attractive. Perhaps it is because the format is uninteresting, because the too few illustrations are in black and white. It is full of action which in most instances is characteristic of the four-year-old child it portrays, but perhaps there are too many incidents. Probably, with a little more thoughtful revision, better results could have been attained. M. G. H.

Double Decker. Written and illustrated by Richard M. Powers. 210 Madison Avenue, New York, New York: Coward-McCann, Inc., 1952. Unp. \$2.00.

This author-illustrator has attempted to write a story based on the imaginative play of his two children. It tells how they pretend their double-decker bed is a theatre, a space ship, a stage-coach, complete with armed riders and wild Indians. Probably meant for five- and six-year-olds. M. G. H.

The Kitten and the Parakeet. By Janet Konkle. Illustrated by Karl Murr. 36 S. Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1952. Unp. \$1.00.

The author's photographs and the illustrator's gay page decorations add to the attractiveness of this easy-to-read story which tells, in a humorous way, about the behavior of two pets which many children love. First or second grade reading level. M. G. H.

The Magic Key. By Mary Francis. Illustrated by Sylvia Holland. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1952. Unp.

A few seven-year-old girls might possibly like this fairy tale. The illustrations lead one to believe that it is for younger children because the boy and girl appear to be about three or four years old. It is a well-known fact, however, that children of this age are not primarily interested in fairy tales. There is not enough plot to hold the attention of older children who are ready for fanciful stories. M. G. H.

Moko, the Circus Monkey. By Charles Payzant. Illustrated by Ted Parmelee. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1952. Unp.

A humorous story about a monkey who escaped from his cage because he was dissatisfied with it. After a few unhappy experiences, he learned that the cage was the best place for him. Probably second grade reading level. M. G. H.

Boo, the Little Indian. By Peter Abbott. Illustrated by Kendall O'Connor and Bruce Bushman. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1952. Unp.

A little Indian boy frightens a mountain lion who would have attacked his father's sheep. Interesting supplementary reading material; probably second grade level. M. G. H.

Spoodles, the Puppy Who Learned. By Irma Simonon Black. Illustrated by Bob Totten. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1953. Unp.

The title is misleading. There is no evidence that Spoodles learned anything from the scoldings he received when the family found all the mischief he had done while they were away. Actually, the family learned that they must never again leave him alone for the entire day. This is a Jolly Book, one of a series, which, in spite of the publisher's claim to sturdiness, came apart in the hands of the reviewer. M. G. H.

A Party for Poodles. Written and illustrated by Inez Hogan. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Unp. \$2.50.

Even though this story is written apparently in prose form, some of the sentences have rhythm and rhyme. It is disconcerting to the reader who becomes accustomed to the rhythmic jingle only to be confronted suddenly by several ordinary sentences. The sections of rhythm and rhyme are not set apart from the others. M. G. H.

Tuffy the Truck. By Rose Wyler. Illustrated by Basil Davidovich. 575 Madison Avenue, New York 22, New York: Avon Publishing Company, Inc., 1952. Unp.

This is a story of personified trucks which converse with each other, argue, "drink" gas, etcetera. Actually, inanimate objects do not need to be personified to capture the interest of children. M. G. H.

Manty, the Mantis. By Burr W. Leyson. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 62. \$2.50.

Interesting and unusual photographs by the author help to clarify the context which is a record of the development and behavior of a mantis. Eight-, nine-, and ten-year-olds who are interested in living creatures will be fascinated by this book, as will many of their parents, also. M. G. H.

Pinkie. By Mary Octavia Davis. Illustrated by Dutz. Austin 1, Texas: The Steck Company, 1952. Pp. 31. \$1.00.

A turtle goes from one animal to another looking for a playmate. They all refuse to play with him because their interests and habits are different. Finally, because they really do like him, they find a playmate for him—another turtle. Good illustrations, some in color and some in wash. For four- and five-year-olds. M. G. H.

Mystery of the Broken Bridge. By Margaret Friskey. Illustrated by Jean Edgerton. 36 S. Throop Street, Chicago 8, Illinois: Childrens Press, Inc., 1952. Unp. \$1.00.

Six-year-olds will enjoy this easy-to-read story of a play experience which could have happened to them. Suspense—on a young child's level—humor, and co-operative activities are excellently presented both in context and illustration. M. G. H.

One Magic Night. By Marlin Perkins and Peggy Tibma. Illustrated by Katherine Evans. 20 W. Jackson Boulevard, Chicago 4, Illinois: Henry Regnery Company, 1952. Unp. \$1.50.

Zoo animals reject the donkey who wants to go to the Christmas party with all the others. At the party, after each animal has boasted about his abilities, the donkey humbly enters and tells them that long ago she carried a burden to a stable in Bethlehem. Based on an old legend that animals can talk for one hour on Christmas Eve. M. G. H.

David's Bad Day. By Elly McKean. 424 Madison Avenue, New York 17, New York: The Vanguard Press, Inc., 1952. Unp. \$2.00.

This story, illustrated with photographs by the author, is written to help the child who must adjust himself to changes in the family brought on by the arrival of a new baby, and to help the parents who are faced with this situation. Most little children who have younger brothers or sisters will like this story because they will identify with David. It is hoped that parents, after reading it, will have a better understanding of their own problems. M. G. H.

First Prize for Danny. Written and illustrated by Margot Austin. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 43. \$1.50.

Danny carefully places a mud pie in a bushel basket and starts off for the Fair. Unwittingly he acquires a few friendly animal travelers who hide under the mud pie. What a surprise for Danny when he finally arrives at his destination! This amusing tale will tickle the funny bone of many a five- or six-year-old child. Black and white illustrations. M. G. H.

Boats. By Ruth Mabee Lachman. Illustrated by Lenora and Herbert Combes. 1230 Sixth Avenue, New York 20, New York: Simon and Schuster, Inc., 1951. Unp.

Boys will be interested in this book which gives information about all kinds of boats and, in addition, various authentic signals with flags, lights, and whistles. Probably second grade reading level. M. G. H.

The First Book of Water. Written and illustrated by Jo and Ernest Norling. 699 Madison Avenue, New York 21, New York: Franklin Watts, Inc., 1952. Pp. 45. \$1.75.

The authors communicate to the reader in a pleasing, personal way, explaining everyday experiences with water which he probably has had, as well as leading him on to less familiar facts, such as the continual movement of water in its various forms throughout the world and the principle of hydraulic tools. The illustrations are accurate, yet many contain a sparkle of humor. This book will appeal to eight-, nine-, and ten-year-olds. M. G. H.

The First Book of Science Experiments. By Rose Wyler. Illustrated by Ida Scheib. 119 W. 57th Street, New York 19, New York: Franklin Watts, Inc., 1952. Pp. 69. \$1.75.

Simple experiments with air, plants, electricity and magnetism, light and darkness, and chemicals explained in this book can be carried on in the kitchen or the classroom. The author uses good judgment in reminding the

children to follow safety rules and suggests that an adult be present, if necessary, because some of the experiments involve the use of a flame. Eight- nine- and ten-year-olds will be eager to try the experiments and will be able to do some of them independently because of the concise, well-illustrated directions. M. G. H.

Picture Book Dictionary. By Dilla W. MacBean. Illustrated by Pauline Adams. 36 S. Throop Street, Chicago 7, Illinois: Childrens Press, Inc., 1952. Pp. 32. \$1.00.

Six- and seven-year-olds will be attracted to this dictionary in which each word is illustrated and used in a sentence. The sentences have been thought out carefully so that all the key words may be found in this same dictionary. There is also a little story at the end of the book. M. G. H.

Buffalo Bill. Written and illustrated by Ingri and Edgar Parin d'Aulaire. 575 Madison Avenue, New York 22, New York: Doubleday and Company, 1952. Unp. \$2.75.

Although intended as a biography, this is as truly the story of the romantic days of the Old West. Buffalo, hostile Indians, outlaws, riders of the Pony Express, trains of ox-drawn wagons, all an integral part of the Wild West, are the dramatic background for this colorful book. Filled with exciting pictures on every page, this biography for young children will undoubtedly be immensely popular. For grades three to five. L. M. J.

L. M. J.

INEXPENSIVE PAMPHLET MATERIAL

A Book About Me and Teacher's Manual for a Book About Me. By Edith Sherman Jay. Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10, Illinois. 1952. Pp. 32 each. 32 and 25 cents respectively.

Careers for Specialized Secretaries. By Juvenal L. Angel. Modern Vocational Trends Division, World Trade Academy Press, 28 East Jackson Boulevard, Chicago 4, Illinois. 1951. Pp. 21. 60 cents.

CED and Economic Research in College-Community Centers. Committee for Economic Development, 444 Madison Avenue, New York 22, New York. 1952. Pp. 23.

The Child Entering Nursery School, A Study of Intake Principles and Procedures. By Joseph Steinert et al. Council Child Development Center, 227 East 59th Street, New York 22, New York. Pp. 34. 50 cents.

Consumer Credit Facts for You and Small Loan Laws of the United States. By Wallace P. Mors. Department SLL, Consumer Education Department, Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois. 1952. Pp. 33 and 31 respectively.

An Experimental Workshop in Education, A Community Survey of Oregon City. By Harold Saxe Tuttle et al. Lewis and Clark College Bookstore. 1952. Pp. 19. 25 cents.

Factors in Reading Disabilities, reprinted from *Education* for May, 1952. By Emmett Albert Betts. Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pennsylvania. 1952. Pp. 14. 50 cents.

How to Study in High School, A Manual and Workbook. By Samuel N. LeCount and Lois Lynn Hardy. Pacific Books, Box 558, Palo Alto, California. 1952. Pp. 31. 25 cents.

Bulletins of the School of Education, Indiana University, available from the Indiana University Bookstore, Bloomington, Indiana, at \$1.00 each:

Extracurricular Activities in Indiana High Schools: The Club Program and Extracurricular

Activities in Indiana High Schools: The General Program, and Student Participation in School Government. By Christian W. Jung and William H. Fox. July and May, 1952 respectively. Pp. 53 and 85 respectively.

Indiana and Midwest School Building Planning Conference: Proceedings. September, 1952. Pp. 112.

Thesis Abstract Series: Studies in Education 1952. 1953. Pp. 325.

Intergroup Education Pamphlets, published by the National Conference of Christians and Jews, Inc., 381 Fourth Avenue, New York 16, New York, are obtainable at 25 cents each from local N.C.C.J. offices:

Group Processes in Intergroup Education. By Jean D. Grambs. 1952. Pp. 82.

Role Playing, The Problem Story: An Approach to Human Relations in the Classroom. By George and Fannie R. Shaftel. 1952. Pp. 78.

Teachers and the Community, An In-Service Program in Action. By Harry Bard. 1952. Pp. 53.

Inventory of Research in Racial and Cultural Relations, Volume 5, Bulletin 1 and Bulletin 2-3. By the Committee on Education, Training and Research in Race Relations of The University of Chicago. Available from the Committee, 4901 Ellis Avenue, Chicago 15, Illinois. 1952 and 1953. Pp. 84 and 220 respectively. Sample copy free. Eleven back issues, through Volume 3, No. 4, \$5.00; additional back issues, 50 cents each.

It Starts in the Classroom, A Public Relations Handbook for Classroom Teachers. National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1952. Pp. 64. \$1.00; quantity prices upon request.

New Books for the Teen Age — 1952. Brooklyn Public Library Bulletin. Brooklyn Public Library, Grand Army Plaza, Brooklyn 17, New York. Pp. 8. 25 cents.

Look at Your School, A Handbook for Parents About Our New York City Schools. By the Childhood Education Committee. Public Education Association, 20 West 40th Street, New York 18, New York. Pp. 60. 75 cents; quantity prices upon request.

One to Ten: Beginning Experiences in Counting, Adding, and Subtracting and Take a Number: More Experiences in Counting, Adding, and Subtracting. By George P. Mechem and Marion Crouch. Illustrated by Beth Wilson. Beckley-Cardy Company, 1632 South Indiana Avenue, Chicago 16, Illinois. 1952. Pp. 96 each. 68 cents each.

Public Affairs Pamphlets. Published by the Public Affairs Committee, Inc., 22 East 38th Street, New York 16, New York. 25 cents each; quantity prices upon request.

Alcoholism—A Sickness That Can Be Beaten. By Alton L. Blakeslee. 1952. Pp. 32.

The Cooperatives Look Ahead. By Jerry Voorhis. 1952. Pp. 32.

Democracy Begins in the Home. By Ernest Osborne. 1953. Pp. 28.

It's Your Hospital and Your Life. By Lucy Freeman. 1952. Pp. 32.

No Work Today! The Plight of America's Migrants. By Varden Fuller. 1953. Pp. 28.

Strengthening Our Foreign Policy. A Woodrow Wilson Foundation Study Group Report. Edited by Maxwell S. Stewart. 1952. Pp. 28.

What We Can Do About the Drug Menace. By Albert Deutsch. 1952. Pp. 32.

Working Wives and Mothers. By Stella B. Applebaum. 1952. Pp. 32.

The following pamphlets are available from Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10, Illinois, at 40 cents each; quantity prices upon request:

Better Living Booklets for Parents and Teachers. 1952 and 1953. Pp. 48 each.

Emotional Problems of Illness. By Irene M. Joselyn.

Helping Brothers and Sisters Get Along. Prepared with the Staff of the Child Study Association of America by Helen W. Puner.

Helping the Gifted Child. By Paul Witty.

Overcoming Prejudice. By Bruno Bettelheim.

When Children Face Crises. By George J. Mohr.

Your Children's Health. By J. Roswell Gallagher.

Junior Life Adjustment Booklets. 1952 and 1953. Pp. 40 each.

Exploring the World of Jobs. By Donald E. Kitch.

Getting Along With Parents. By Katherine Whiteside-Taylor.

How to Get Along With Others. By Bernice L. Neugarten.

Politics for Boys and Girls. By Robert E. Merriam.

Your Health Handbook. By Julius B. Richmond.

Your Safety Handbook. By Ned H. Dearborn and Bill Andrews.

Life Adjustment Booklets. 1952 and 1953. Pp. 48 each.

Building Your Philosophy of Life. By T. V. Smith.

Exploring Your Personality. By William E. Henry.

Making and Keeping Friends. By William C. Menninger.

Understanding Politics. By Robert E. Merriam and John W. Bethea.

You and the Draft. By William S. Vincent and James E. Russell.

Your Taste and Good Design. By Thomas Folds.

Speaks Series: Lord Orr Speaks, Ralph Bunche Speaks, Brock Chisholm Speaks, and Trygve Lie Speaks. By Leonard S. Kenworthy, Brooklyn College, Brooklyn 10, New York. 1952. Pp. 8 each. 5 cents each; quantity prices upon request.

Superintendent of Documents, U. S. Government-Printing Office, Washington 25, D. C.:

Federal Funds for Education 1950-51 and 1951-52. Bulletin 1952, No. 12. By Clayton D. Hutchins and Albert R. Munse. 1952. Pp. 92. 30 cents.

The Job Ahead for Defense Mobilization. Eighth Quarterly Report to the President by the Director of Defense Mobilization, Henry H. Fowler, January 1, 1953. Pp. 51. 30 cents.

New Resources Bring New Opportunities. Seventh Quarterly Report to the President by the Director of Defense Mobilization, Henry H. Fowler, October 1, 1952. Pp. 44. 30 cents.

Statistics of State School Systems, 1949-50. Biennial Survey of Education in the United States, 1948-50, Chapter 2. By David T. Blose and William Jaracz under the general direction of Emery M. Foster. 1952. Pp. 115. 30 cents.

Ways You Can Help Your Child with Arithmetic. By Harry Grove Wheat and Phyllis Wilson. Row, Peterson and Company, 1911 Ridge Avenue, Evanston, Illinois, 1952. Pp. 29.

Your United Nations. By the United Nations Department of Public Information. Columbia University Press, 2960 Broadway, New York 27, New York. 1952. Pp. 53. 50 cents.

Youth Discussion: Patterns and Techniques. Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio. 1953. Pp. 32.

*That is a good book which is opened with expectation
and closed with profit.—Alcott*

EDUCATIONAL CONFERENCES AND CONVENTIONS

June 15-18: Seventeenth Annual National Conference,
National Association of Student Councils of the
National Association of Secondary School Principals,
NEA, Portland, Oregon.

June 28-July 3: Ninety-first Annual Meeting, National
Education Association, Miami Beach, Florida.

June 28: Annual Meeting, National School Public Rela-
tions Associations, NEA, Miami Beach, Florida.

July 6-17: Tenth Annual National Conference, Depart-
ment of Classroom Teachers, NEA, aboard S. S. Nuevo
Dominico sailing from Miami, Florida.

October 11-14: Eighth National Conference of County
and Rural Area Superintendents of Schools, NEA
Department of Rural Education, Omaha, Nebraska.

November 12-14: National Society for Crippled Children
and Adults, Chicago, Illinois.

CHICAGO SCHOOLS JOURNAL

Volume XXXIV

Nos. 7-8

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